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THE

PENNSYLVANIA SCHOOL JOURNAL.

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VOLUME XXXV.

That which makes a good Constitution must keep it, viz.: men of wisdom and virtue; qualities that, because they descend not with worldly inheritance, must be carefully propagated by a virtuous education of youth.—WM. PENN.

E. E. HIGBEE, EDITOR.

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LANCASTER, PA.:
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1886.

THE little maiden also taught the Child to read the Book; and often the day would pass so quickly as they read together on the mossy banks, or wandered hand in hand beside the waves or among the trees, talking of all the blessed histories they knew, that morning and evening seemed to touch. But as they read on and grew, the Book seemed to grow and unfold before them. They read of a warfare and a race, of crowns to be placed on the heads of those who won, with words of welcome from a voice they knew. They read of many who suffered and toiled, and of the cup of cold water a child's hand could carry, which should in no wise lose its reward. They read of a World which God loved, and of many lost children whom He sought to bring home to Him. And as they talked about it together, they became sure that the World must be beyond the mountains which rose above the waterfall. Thither therefore they would often go; and thence they would follow the little stream across the plain, trying to reach the mountains where it was born. Every time they tried they drew nearer, until one day the creatures in the wood and on the shore lost sight of them, and never saw them more.

But in the land on the other side of the mountains there was found, long afterwards, a strange legend of two children who came from beyond the hills, with a wonderful Book, and a sweet and solemn Song. They went from house to house reading the Book to all who would listen, and teaching the Song to any who would learn. And it was said that, wherever they went, joy and music sprang up in their footsteps. In homes where jarring voices made sad discord, they read the Book and taught that blessed Song, and voices which joined in it soon lost their harshness and ceased to jar. By sick beds they sang it, and the voice of patience and peace replaced the murmurs of disease; they taught it in homes of poverty and toil, to little lisping children, to mothers burdened with many cares, to men toiling by the wayside. In some places the children met with rough usage, like Him whose name gave all the power and sweetness to their Song; but nothing could dry up the flood of love and melody in their hearts; and it was believed that although their footsteps had passed away from earth, they were still singing the blessed Song in a happy place beyond the heavens.

But the Book remained with the people, and the Song lived in their hearts, and if you go to that country you may hear it now in palaces and in lowly homes of toil, by beds of sickness, and by the wayside; in happy choruses, or sung by lonely voices which but for it would have no music. And trees and flowers, the sea and the stars, streams and busy living creatures, and even rocks and stones, join in it. For the Song is no more without Words.

"*The Song Without Words,*" *by Elizabeth R. Charles.*

(1—058 a.)

"GGEST"

THE

SCHOOL JOURNAL

ORGAN OF THE DEPARTMENT OF COMMON SCHOOLS AND OF THE STATE TEACHERS' ASSOCIATION.

Vol. 35. JULY, 1886. No. 1.

GERMANY has over 150 schools of agriculture, horticulture, arboriculture, and viniculture. Their first experimental agricultural station was established in 1852, and now upwards of 60 are in operation, each one having a special line of research. Austria supports 70 schools of agriculture, with 2,200 students, and 174 agricultural evening schools, with 5,500 students. France has 43 farm schools, with 30 or 40 pupils at each. The Government pays the board of each pupil, and allows him 70 francs a year for clothing. Paris has three department schools of agriculture and a National Agricultural Institute. These are good examples for imitation by our own country.

SINCE the cradle is the very root of human society, it is a wise remedy that all the children be educated; that the means of education be made ample and convenient. I also hold that no parent has any such right to his child as that he shall withhold from him knowledge for the sake either of piety or prejudice or superstition, condemning the child to all the disabilities that ignorance brings with it. Therefore, when I see the prodigality of legislative and of administrative bodies for material things—for sewers, which are very good things indeed, and for political instrumentalities—I wonder at their stinginess for that which comes home to the instinct and heart of wisdom and benevolence, their economy for schools, prodigality for politicians. Take care of the schools and take care of the teachers. You never will have the best schools until you make it the interest of men and women to devote their lives to that business, just as professional men devote their lives to their occupations. Give the mayor less, give the aldermen less, if they have anything; if they have not they will get it. Reduce salaries everywhere else, if you will, but increase them in the school.—*H. W. Beecher.*

SCHOOL authorities in general may perhaps take a practical "pointer" from the action of their colleagues in New Orleans, who exclude cigarette smokers from the schools. This action is not predicated upon grounds of morality, nor even of hygiene. The position taken is that the youth who is addicted to the cigarette vice is destined to an early death from catarrh or consumption, and there is therefore no practical use in wasting time, labor, and money in educating him. Besides, there is a very common belief that cigarette smoking is incompatible with the possession of brain, and efforts at mental culture would thus become futile.

Nearly all nations are now smokers, but not to a like extent. England, France and and Russia are the lowest in the scale, being credited with 5 per cent. as their relative standing. Italy comes next with 7; Cuba follows with 11; Austria leads her with 14; then come Germany and the United States with 15; Belgium follows with 24; while Holland stands at the head of the list with 28. If the same ratio of progress continues in the United States during the next quarter of a century, we shall give the German a lively contest for the first place. The

extent to which young boys of this country are now addicted to the habit is at once surprising and alarming, and it is spreading with fatal effect.

A PLAN of itinerant University education is proposed in England for the benefit of young people who have spare time in day or evening to give to study, but cannot attend a regular University course. The proposed system is a little in advance of various schemes for home study devised and more or less adopted in this country. Traveling teachers are to be appointed from the most highly-trained graduates of colleges, who will travel from place to place, delivering regular courses of lectures to students, who are to be required to take notes of the lectures and read prescribed books. Examinations are to be held, and those students who may be found qualified are to be given appropriate degrees. It will, of course, be necessary to organize classes to make this kind of instruction practicable; but, the classes having been formed, and branches of study determined upon, the University takes charge of the details. This is really a return to first principles, and the plan, properly managed, may be made to extend the advantages of higher education to many people who have neither time nor means to attend a college course.

OUT of the depths of debauchery and wretchedness came the spirit that inspired the words of John B. Gough against the demon of intemperance. From the dissipated experience of a few years, during which he ran the gamut of a drunkard's degradation, he drew the examples and illustrations of his most magnetic oratory. He had known and felt and seen the bonds and penalties of intemperance, had suffered the mental terrors of delirium tremens, had staggered along the brink of starvation, and in the midst of his misery had lost his wife and child, sacrificed to a passion he could not control; and these experiences enabled him to paint the horrors of a drunkard's life in words that burned their way into the hearts of men. He was gifted with the rarest power of dramatic expression and vivid description. His earlier temperance speeches were a living fire of denunciation of the liquor traffic, a plea of manly tenderness for the drunkard, a pathetic appeal to manhood on behalf of wife, children and home. For forty years his voice had been lifted up in the cause to which his life was consecrated. His last intelligible utterance will become memorable. It was on the lecture platform in Philadelphia. "Therefore, young man, make your record clean——" The sentence was left unfinished. The orator sank into a chair. His work was done. No human estimate can say how well done, but thousands of happy homes in America and England are brighter gems in the crown of John B. Gough's immortality than ever shone on the brow of earthly king.

I SEE in your columns, as in other literary journals, more and more buzzing and fussing about what M. Renan has found the Bible to be, or Mr. Huxley not to be, or the Bishops that it might be, or the School Boards that it mustn't be, etc., etc. Let me tell your readers who care to know it in the fewest possible words what it is. It is the grandest group of writings existent in the rational world put into the grandest language of the rational world in the first strength of the Christian faith, by an entirely wise and kind saint, St. Jerome; translated afterwards with beauty and felicity into every language of the Christian world, and the guide, since so translated, of all the arts and acts of that world which have been noble, fortunate and happy. And by consultation of it honestly, on any serious business, you may always learn, a long while before your Parliament finds out, what you should do in such business, and be directed perhaps besides to work more serious than you had thought of. —*John Ruskin.*

THE confessions of President Lincoln in reference to the way he got his education are very interesting. He says: "When I started on a hunt after an idea I could not stop until I had caught it, and then I was not satisfied until I had put it into language plain enough for any boy I knew to comprehend. This was a kind of passion with me, and it has stuck by me; for I am never easy now when I am handling a thought till I have bounded it north, and bounded it south, and bounded it east, and bounded it west." There is in this a whole volume on the practice of teaching. The boy who succeeds in this world must have *grit* and *grip*. The namby-pamby mollusk who dandles his book as a girl dandles her doll will never amount to a row of pins.

THE popular "over-pressure" cry gets little sympathy from the *Medical Record*, an authority that will bear quoting. Its issue of a late date says editorially: "So far as actual physical and mental injury,

caused simply by over-pressure in schools, is concerned, medical men see little of it, and it exists mainly in the imagination of the anxious and the sentimental. School children in cities become ill mainly because they live badly at home, and because the school houses are over-crowded and ill-ventilated. Evils result also from the hard-and-fast methods of grading, but the number of pupils made ill by excessive mental work is very small." This will not stop goody-goody lucubrations on the subject, but it may help to nail an occasional lie.

CHILDREN should be taught to compute with promptitude and perfect accuracy. To be able to give the correct footings of long columns of figures in the briefest time is an accomplishment of great value to the man of business. We need more and better work in addition. Drill, drill, drill, should be our motto. "Practice makes perfect" in adding, as in everything else that we do. Try the following: (*a*) Write long columns of figures upon the board, and let the children give the sum the instant any figure is written. (*b*) Write several columns and see who will give correct results in the shortest time. (*c*) See how many columns or selected examples can be added in a given time (say five minutes). (*d*) Match the girls against the boys, and see which side will foot up a long example in the shortest average time. (*e*) Match one grade of pupils against another. (*f*) Match yourself against the lower grades, but take no advantage of them in order that you may win. It will be fine fun for the youngsters. (*g*) Have friendly adding matches with other schools, adding down instead of spelling down. *Caution.*—Add much, but do not make a hobby of a good thing.

MR. MOODY lately paid a high tribute to Scotland. "I don't believe," he said, "there is any place in the world where error has such a slim chance of getting a hold as in Scotland. The Scotch are a most wonderful people. You have got to be careful in preaching to them, or the first thing you know some old woman will come up, with her Bible under her shawl, and say, 'Here, you said so-and-so; the Bible says so-and-so.' If you make a misquotation a Scotchman will straighten you right out; but you might make forty misquotations in an American church, and nobody would know the difference. We would have better preaching if people would open their Bibles and see whether a man is preaching the Word of God. In Scotland a minister does not think of preaching until everybody has found the text. Go to Dr. Bonar's church in Glasgow. One of the most impressive scenes is to see twelve or thirteen hundred people, and not a soul but has got a Bible. The old doctor will wait until every one has found the place; then he will tell them what the passage in that place means, and then he goes on to another verse."

"NEVER tell a pupil what he can discover for himself." *Never* is a long time. I do not like any of these never-rules. The only one that should be followed is this: Never make a never-rule. No one hesitates to tell a child the fire will burn, yet the child could discover this for himself. I see my neighbor's house on fire. I don't hesitate to tell him about it, although I am certain he will discover it for himself. "These are extreme cases," you say. Yes, but it is extreme cases that are always getting in our way. They come up in school and out. They must be dealt with in school as well as out of school. Here is a boy at the board trying to solve a long and difficult problem. At the very outset he said, "Once one is two." Don't tell him of it. He will discover it himself after awhile. Yes, but much valuable time will have been wasted, before he discovers it. Why not call his attention to the fact that he has made a slight mistake in the beginning, instead of letting him go entirely through a long process first. Let him look for it himself *then*, and he will gain all that he would by going entirely through the work before looking for it.—*Indiana School Journal.*

WE should never in any way consent to the ill treatment of animals because the fear of ridicule, or some other fear, prevents our interfering. As to there being anything really trifling in any act of humanity, however slight, it is moral blindness to suppose so. The few moments in the course of each day which a man absorbed in some worldly pursuits may carelessly expend in kind words or trifling charities to those around him—and kindness to an animal is one of these—are perhaps, in the sight of Heaven, the only time that he has lived to any purpose worthy of recording.—*Helps.*

WHEN we pray for any virtue, we should cultivate the virtue as well as pray for it; the form of your prayer should be the rule of your life; every petition to God is a precept to man. Look not, therefore, upon

your prayers as a short method of duty and salvation only, but as a perpetual monition of duty. By what we require of God we see what He requires of us.—*Taylor.*

NATURE IN EVERY-DAY ASPECT.

IT was of White's "Natural History of Selborne," a book well known and highly appreciated by Mr. Burroughs himself, that Lowell says: "I used to read it without knowing the secret of the pleasure I found in it, but as I grew older I began to detect some of the simple expedients of this natural magic. Open the book where you will, it takes you out of doors. . . One can walk with this genially garrulous Fellow of Oriel and find refreshment instead of fatigue. You have no trouble in keeping abreast of him, as he ambles along on his hobby-horse, now pointing to a pretty view, now stopping to watch the motions of a bird or an insect. . . . The book has also the delightfulness of absolute leisure. Mr. White seems never to have had any harder work to do than to study the habits of his feathered fellow-townsfolk, or to watch the ripening of peaches on a wall." And a little further on he adds this very instructive comment: "there are moods in which this kind of history is infinitely refreshing. . . It is good for us now and then to converse with a world where man is the least inportant of animals."

This account of the English hermit's nature-study is singularly applicable in almost every point to Mr. Burroughs' book, and Lowell's hint as to the limitations of the uses of such study is right to the point, For Mr. Burroughs is somewhat lacking in balance in the extremity of his one-sided devotion. The main difference between Lowell's opinion and Mr. Burroughs' appears to be that the latter would extend the recommendation to hold converse with nature so as to include all times and moods. He wishes to enter into her privacy, draw a curtain between him and mechanical civilization, live in closest acquaintance with every creature of her fold and every aspect of her slightest object. His observation is photographic in its literal accuracy, though it has no tedious minuteness of detail to report, and it is purely objective. He can describe for us so vividly that we can follow him where our own blundering eyesight never would have taken us, and can enjoy and sympathize with him in his feeling of actual personal friendship for all these vivified minutiæ. But we can not but feel the narrow range of this process. Nature is not merely an aggregate of items. The chit-chat which she talks to Mr. Burroughs is varied by a very different language which she speaks to those who seek her in a larger way. Lowell also knows when the blue-jays nest and what fruits the robin likes; but more than this he knows nature by her reflection in his consciousness when he tastes her humor in a driving snow-storm, or in the "delicious sense of disenthralment from the actual which the deepening twilight brings." How different also the deep reverence and awe of the unseen in the seen with which Bryant regarded her. And Emerson far more than any found her the very suggestion and voice of the Eternal; but he always accepted her as a whole, and refused to analyze her. "When we speak of nature in this manner," he says, "we mean the integrity of impression made by manifold natural objects. It is this which distinguishes the stick of timber of the wood-cutter from the tree of the poet. . . . There is property in the horizon which no man has but he whose eye can integrate all the parts; that is the poet." And it is, we think, this refusal to consider nature as a concrete fact which is the key to the marvelous power Emerson possessed of striking the most delicate characteristics of the thought which her facts produced in the mind in a few luminous words. He knew nature as she affected the beholder, and the intuition by which he divined the magical words to express his thought was in itself genius. Not that we mean by all this to express any disapprobation of Mr. Burroughs' keen-sighted particularity of observation, but this characteristic of his writing is thrown most strikingly into relief when compared with Emerson's master-strokes of delineation, and it seems like a needed corrective of his confined outlook to turn to an observer with a larger range of vision.

But apart from this objection that Mr. Burroughs is not other than he is, it is hard indeed to find any fault with his delightful chronicles of nature. To one who can yield to his charm, and follow in fancy the sharp eyes of his guide, he will open a succession of charming rural nooks to his view, each animated with the life of its living denizens, and infused with the spirit of its out-door atmosphere. A soft, quiet, sunny spring day, with just a touch of languor, seems suggested by his mood, and one cannot but think that this is the aspect of nature he most loves. He has, however, a true sympathy for her

other tempers, and some of her descriptions of gloomier weather show a most just perception of the exquisite beauty of her less glaring loveliness. How true and sympathetic is every stroke of this description of the approach of a snow-storm. "The sky reddened in the east, then became gray, heavy, and silent. A seamless cloud covered it. The smoke from the chimneys went up with a barely perceptible slant toward the north. In the forenoon the cedar-birds, purple-finches, yellow-birds, nut-hatches, blue-birds, were in flocks, or in couples and trios about the trees, more or less noisy and loquacious. About noon a thin white veil began to blur the distant southern mountains. It was like a white dream slowly descending upon them. The first flake or flakelet that reached me was a mere white speck that came idly circling and eddying to the ground. I could not see it after it alighted. It might have been a scale from the feather of some passing bird, or a larger mote in the air that the stillness was allowing to settle. Yet it was the altogether inaudible and infinitesimal trumpeter that announced the coming storm. . . . . Presently another fell, and another; the white mist was creeping up the river valley. How slowly and loiteringly it came, and how microscopic its first siftings." But the stern and and ice-bound depth of winter one cannot but think is somewhat foreign to Mr. Burroughs' real nature. What room is there for confidential acquaintance with a dazzling waste of snow and ice? At such times he thinks tenderly of his poor furred and feathered acquaintance, and wonders how they are withstanding the rigor of its elements. One of the most touching, interesting and sometimes amusing parts of the book is his curious prying into this subject. He watches all their devices for hiding nuts and other provender, and knows all their makeshifts when extreme winters force them to extremities. The following senseless little trick which he records of the jay seems strangely unlike the usual wisdom of instinct's promptings. "I have several times seen jays carry off chestnuts and hide them here and there upon the ground. They put only one in a place, and covered it up with grass or leaves. When the snow comes these nuts are lost to him, even if he remembers the hundreds of places where he had dropped them." But we would like to query here if it may not be possible the bird did nevertheless find them. We certainly hope so.

Somewhat akin to Mr. Burroughs' want of entire sympathy with winter is his admitted inability to really love the sea. "What can a lover of fields and woods make of it?" he says. "None of the charms or solacements of birds and flowers here, or of rural sights and sounds: no repose, no plaintiveness, no dumb companionship; but a spirit threatening, hungering, remorseless, decoying, fascinating, serpentine, rebelling and forever rebelling against the fiat, 'Thus far shalt thou come and no farther.'" Even the grandeur of the Hudson seems to him to be in a measure forbidding,—"one might spend a lifetime upon its banks without feeling any sense of ownership in it, or becoming at all intimate with it: it keeps one at arm's length." And he constantly turns from these larger views to renew yet more intimately his fellowship with birds and squirrels and bees, and to make as his own their homes and workshops and play-grounds. We wish we had the room to quote more of his exquisitely sympathetic reports of these interviews, but we could not stop short of quoting the whole book. Any one who has ever seen the country and woods, can, under the gentle stimulus of this book, call back enough reminiscences to feel some of his own feeling of delight in such scenes, even though before the love of nature may have been a blank in his soul. He must be very far removed indeed from all sympathy with mother earth who can read this book without lingering over it, and turning back fondly to taste the sense of his own memories made valuable by contact with Mr. Burroughs's gentle enthusiasm.

As might be expected from an enthusiast of his type, Mr. Burroughs would like all men to forsake cities, trade and manufactures, fly back to the healthy, natural life of the country, and be true children of nature. "The city rapidly uses men up; families run out, man becomes sophisticated and feeble. . A nation always begins to rot first in its great cities, and is saved only by the antiseptic virtues of fresh supplies of country blood." "The best and most hopeful feature in any people is undoubtedly the instinct that leads them to the country and to take root there, and not that which sends them flocking to the town and its distractions." To such talk as this we always like to oppose the dictum of a true lover of nature, who has kept his balance true by loving man even more. "We look upon a great deal of the modern sentimentalism about nature," says Lowell, "as a mark of disease. . . . To a man of wholesome constitution the wilderness is well enough

for a mood or vacation, but not for a habit of life. . . The divine life of nature is more wonderful, more various, more sublime in man than in any other of her works, and the wisdom that is gained by commerce with men, as Montaigne and Shakespeare gained it, or with one's own soul among men, as Dante, is the most delightful as it is the most precious of all. In outward nature it is still man that interests us, and we care far less for the things seen than the way in which poetic eyes see them and the reflections they cast there." *American.*

HINTS FOR SCHOOL LIBRARIES.*

BY PROF. JAMES BALDWIN.

MUCH is being said, nowadays, about the utility of school libraries, and in some instances much ill-directed, if not entirely misdirected, labor is being expended in their formation. Public libraries are not necessarily public benefits; and school libraries, unless carefully selected and judiciously managed, will not prove to be unmixed blessings. There are several questions which teachers and school officers should seriously consider before setting themselves to the task of establishing a library; and no teacher who is not himself a knower of books and a reader, should presume to regulate and direct the reading of others.

What are the objects of a school library? They are two-fold: First, to aid in cultivating a taste for good reading; second, to supply materials for supplementary study and independent research. Now, neither of these objects can be attained unless your library is composed of books selected especially with reference to the capabilities and needs of your pupils. Dealing, as you do, with pupils of various degrees of intellectual strength, warped by every variety of moral influence and home training, the cultivation of a taste for good reading among them is no small matter. To do this, your library must contain none but truly good books. It is a great mistake to suppose that every collection of books placed in a school-house is a library; and yet that is the name which is applied to many very inferior collections. It is no uncommon thing to find these so-called libraries composed altogether of the odds and ends of literature; of donations, entirely worthless to their donors; of second-hand school-books; of Patent Office Reports and other public documents; and of the dilapidated remains of some older and equally worthless collection of books—and with these you talk about cultivating a taste for good reading! One really good book, a single copy of "St. Nicholas," is worth more than all this trash. Get it out of sight at once! The value of a library—no matter for what purpose it has been founded—depends not upon the number of its books, but upon their character. And so the first rule to be observed in the formation of a school library is, Buy it at first hand, even though you should begin with a single volume, and shun all kinds of donations, unless they be donations of cash, or books of unquestionable value.

In selecting books for purchase, you will have an eye single to the wants of the students who are to use them. A school library should be in no sense a public circulating library. You cannot cater to the literary tastes of the public, and at the same time serve the best interests of your pupils. Books relating to history, to biography, and to travel, will form a very large portion of your library. These should be chosen with reference to the age and mental capacity of those who are to read them. No book should be bought merely because it is a good book, but because we know that it can be made useful in the attainment of certain desired ends. The courses of reading indicated in the following chapters of this work, it is hoped, will assist you largely in making a wise selection, as well as in directing to a judicious use of books. For the selection of a book is only half of your duty; the profitable use of it is the other half; and this lesson should be early taught to your pupils.

If through means of your school library or otherwise, you succeed in enlisting the interest of a young person in profitable methodical reading, you have accomplished a great deal towards the forwarding of his education and the formation of his character. It is a great mistake to suppose that a boy of twelve cannot pursue a course of reading in English history; if properly directed and encouraged, he will enjoy it far better than the perusal of the milk-and-water story-books which, under the guise of

*WHAT sort of reading are our schools planting an appetite for? Are they really doing anything to instruct and form the mental taste, so that the pupils on leaving them may be safely left to choose their reading for themselves? It is clear in evidence that they are far from educating the young to take pleasure in what is intellectually noble and sweet. The statistics of our public libraries show that some cause is working mightily to prepare them only for delight in what is both morally and intellectually mean and foul. It would not indeed be fair to charge our phblic schools with positively giving this preparation; but it is their business to forestall and prevent such a result. If along with the faculty of reading, they cannot also impart some safeguards of taste and habit against such a result, will the system prove a success?—*Henry N. Hudson.*

"harmless juvenile literature," have been placed in his hands by well-meaning teachers or parents.

In a former chapter I have shown you how, with a library of only fifty volumes, you may have in your possession the very best of all that the world's master-minds have ever written—food, as I have said, for study, and meditation, and mind-growth enough for a lifetime. Such a library is worth more than ten thousand volumes of the ordinary "popular" kind of books. So, also, the reading of a very few books, carefully and methodically, by your pupils —the constant presence of the very best books in our language, and the exclusion of the trashy and the vile—will give them more real enjoyment and infinitely greater profit than the desultory or hasty ready of many volumes. A small library is to be despised only when it contains inferior books.

The Book Lover.

SOLDIERS' ORPHAN SCHOOLS.

ABSTRACTS OF LOCAL REPORTS OF THE RECENT EXAMINATIONS OF THESE SCHOOLS.

As matter of general interest to the people of the Commonwealth, we regard it proper to put upon record some reports of examinations, as we find them in the local press in the vicinity, of the different Soldiers' Orphan Schools. The sentiment of the locality is, we believe, accurately reflected in each case; and we may add that it is the only opinion we have anywhere heard expressed, or anywhere seen in print, in connection with these examinations. The people of the neighborhood have in every case manifested a deep interest in learning the truth by personal observation as well as by careful inquiry, and the verdict they announce is in every way most gratifying to the management, both individual and general. The dates of the examination was as follows: Uniontown, May 10; Mercer, May 12; Dayton, May 14; Mount Joy, May 17; White Hall, May 18; McAlisterville, May 21; Mansfield, May 24; Harford, May 26; Chester Springs, May 28; and the Northern Home, Philadelphia, June 23.

I.—UNIONTOWN ORPHAN SCHOOL.

The annual examinations of the soldiers' orphans at Jumonville occurred on Monday, May 10. They were conducted on the part of the state by State Supt. Higbee, and there were present on the part of the G. A. R., Comrades C. H. Livingston, A. G. Beeson, L. C. Weltner, E. K. Snyder and A. J. Bower. The examinations were in the usual branches taught in the public schools of the state, and the pupils acquitted themselves well. They showed a ready comprehension of the questions, and were generally prompt and clear in their answers. The children, as they sat around the large recitation rooms, presented a picture of health, neatness, and cleanliness; and their actions denoted the best of manners. The beautiful and healthful location, with its lovely surroundings, the large and well-arranged buildings, have been fully described in the *Standard*, and we need not repeat it here. There are at present 175 children in the school, 96 boys and 79 girls, besides some six or eight present, who have not yet been assigned by the State.

The bakery is large, clean and inviting. Here the young girls tell us they love to work, and, from the specimens of bread furnished, they do their work well. Three girls and one boy are detailed for three months at a time to assist in the bakery two hours each day. Here they are taught to make good bread, cakes and pies. One barrel of flour is consumed each working day. The clothing rooms remind one of the large clothing stores of Uniontown. Tier upon tier of suits for boys and girls. Each boy has three suits, one for Sabbath, one for school, and one for work. There are coats, vests, pants, drawers, shirts, stockings, shoes and caps. There is a large play-ground where the boys are drilled in military tactics. There are reading rooms fitted up with taste, filled with choice reading. There is also a hospital for the sick—and a cosy little place it is, of two rooms, carpeted and nicely furnished. In the hospital we found one little girl and boy, but not very sick. The health of the children is remarkably good, as their plump, rosy cheeks denote. To wash for so many is a big contract, but it is done so easily and so well by the use of machinery provided for that purpose that it causes no friction, and is not attended with so much worry as in some families where there are only a dozen to wash for. In a large stone room, built for the purpose, the washing, rinsing, drying, and ironing are all done by a detail of three or four girls, with the aid of steam. There are other departments, such as the sewing room, with five machines, where the girls are taught to sew. The nursery is presided over by a lady who is very competent and in every respect fitted for her duties.

A pretty little stone church hid away among the pines is thronged with worshippers every Sabbath. Could the children of this school be made more comfortable? Could they be better fed and clothed? We are not prepared to assert it, nor to say what should be added that would tend more to their advancement. Charges have been made against the Uniontown Soldiers' Orphan School which have not been, and which cannot be, proven. It were brutal to treat orphans as some have charged; yet to make such charges and then not be able to sustain them is equally criminal.

Addresses were delivered by Dr. Higbee and C. H. Livingston, after which the visitors re-

turned to their homes, finding it had been a day most pleasantly spent.—*Uniontown Standard.*

II.—MERCER ORPHAN SCHOOL.

The annual inspection of the Soldiers' Orphan School was held on Wednesday. State Supt. Higbee conducted it, assisted by County Supt. McCleery. Rev. Dr. Johnson, of New Castle, Rev. Mr. Stone, of Harrisburg, Revs. Zahniser, Wylie, Kerr, Meade, Greer, and Stockton, of Mercer, Hon. J. W. Russell, 'Squire Farrell and B. J. Haywood, of West Middlesex, members of the G. A. R. Posts at New Vernon, Fredonia, West Middlesex and Mercer, and a large number of other citizens, were present during the examinations and manifested a deep interest in all that was done. The forenoon was taken up in oral examinations, in which the pupils made a very satisfactory showing. In all branches in which they were examined their ready and accurate answers showed thorough teaching and study.

After dinner the boys were drilled on the playground. They went through that part of the proceedings in first-class style, and won the applause of the spectators, the old soldiers especially. The examinations were then resumed and occupied the afternoon. At their close Supt. Higbee stated that the moral and religious tone of the school had recently been made the subject of attack, and, as it was impossible that he should know the whole truth about it, he called on the ministers of the town who were present to give an expression of their opinion. Rev. J. R. Wylie, who is a frequent visitor, and who assisted in the religious meetings conducted at the school last winter, responded, commending the moral and religious condition of the scholars in high terms. C. S. Burwell, Esq., cashier of the First National Bank, who has conducted a Bible class there every Sabbath for several years past, corroborated Mr. Wylie's statements, as did also Rev. G. W. Zahniser and all the other ministers of the town. Rev. D. R. Kerr, pastor of the Second Presbyterian church, was called upon and said that he had come to Mercer prejudiced against the Soldiers' Orphan School and against the system. But he had changed his views, and the more he knew of the Mercer Soldiers' Orphan School the more favorably he regarded it. He had been a frequent visitor, and knew that the moral and religious tone of the institution was good. He had had every opportunity to know of the treatment and the food the children received, and knew they were excellent. Their looks showed their good health. He very severely condemned those who had made the false and unwarrantable charges against the school which have been the subject of so much newspaper and other discussion.

Dr. Higbee then addressed the pupils and visitors at some length. He said: The Soldiers' Orphan Schools of Pennsylvania were established to care for and educate the children of the soldiers of the State. Not one of the children here to-day was born when the war began, and they heard nothing of it. To them it is almost as remote as the war of the Revolution. But their fathers knew of it—knew of the swamps in South Carolina, the mountains of Tennessee, the weary march, the hard-fought fight, the horrors of Libby and Andersonville. Many fell and mingled with the Southern dust, and many have since passed away in their Northern homes. They went to the front to fight, and thousands died, while thousands came home, maimed by wounds or broken by disease, and unable to care properly for themselves or their children. Pennsylvania has tried to take care of their children. The question is, What kind of care shall we give them? First, we must take care of their lives. We don't want to put them into Libbies or Andersonvilles, where they shall suffer from disease or want, but where they shall be comfortable and happy. How has it been? Look at them here to-day. I have looked at them all day. I have tried to see whether these children were in a Libby or an Andersonville, as some would have us believe. There are 222 here before you. Go to any part of the State, and pick out 222 other children and put them beside these. You couldn't get healthier, stronger children, and would be fortunate if you got them as healthy or as strong. There must be some reason for this—something to account for the health of these children. Dr. Lee thinks it results from "pure air and water." That is true; but there must have been far more than pure air and water, necessary as they are.

Again, these children should have an industrial education. What is that? You might have costly machinery of all kinds here and teach the boys to make boots and brooms, but for the time they stay here, would it not be better to teach them the ordinary duties which belong to ordinary life—those things which we all must learn? Should these girls not learn sewing, and baking, and mending? Some have objected because these children are obliged to work two hours a day. Must we raise them in idleness? They are here to learn habits of industry. That is the object of the schools, and so long as I have anything to do with them that shall be their object.

As to their educational qualifications, manifested here to-day, I would only say that I have been a teacher for forty years. It may be that I know nothing about my business, but I think the standard of scholarship here is high, and I think the teachers are doing excellent work. Your County Superintendent says the scholars are equal to those of the best schools of your county. Still it is possible that somebody may come along and spend a day here and say that it is not good.

Look at the pupils who have gone out from these schools. There are about 12,000 "sixteeners." They are scattered all over the State. What of them? Are they drunken? Are they profane? Are they lost to society? Are they vagabonds? Do you know of a "sixteener" who is a tramp? The morals of these Soldiers' Orphan Schools we believe to be as pure as in any school in the United States. Religion is not neglected here. They are taught to pray, they go to Sunday school, they have pastoral

supervision. Your ministers tell us so. I can't see to it, but it is my business to see that the children are in the care of those who will see to it.

If this school is a pest-house, as has been charged, the citizens of Mercer cannot escape responsibility. It is here at your doors. Why haven't you paid regard to these children of the men who fought for your freedom? I go from here with the certainty that these children are not neglected, either in body, in mind, or in soul. I ask nothing more. To the teachers and attendants who have been so grievously abused, I say, Don't be discouraged. Go on and do your duty. So long as you do that you have the favor of Him whose rewards are always sure. Citizens of Mercer, don't condemn this school hastily. Don't come down here in a spirit of espionage and condemnation. Encourage, recommend, rectify, and do all in the interest of these children. To the members of the press who are here I say, Be fair; give the truth; and if we can't stand the truth, let us fall, for fall we should.

Superintendent McCleery addressed the school briefly. He said that so far as his observation went, the teachers employed at the school were much above the average of the county, and that the work done, as shown by the examinations, would compare very favorably with that done in the best schools of the county. The exercises then concluded and the spectators departed, feeling and not hesitating to assert that if the Mercer Soldiers' Orphan School was the place newspaper reports and investigating committees would have led them to believe it to be, all evidence of the fact had in some mysterious way vanished, leaving an institution fitted to carry out, and carrying out, the purpose for which it was established.—*Mercer Despatch.*

III.—DAYTON ORPHAN SCHOOL.

State Supt. Higbee was here and made his annual examination according to appointment on last Friday. Things at the institution presented about the same appearance as at the examination a year ago; but for the absence of Mrs. Hutter and Rev. Mr. Sayers, one would not have noticed any difference. The difference between things on this occasion and when Gov. Pattison was here was what we would naturally expect between persons who are, and who are not, prepared to receive visitors. The rooms, beds and clothing when the Governor was here had their work-day appearance, and on this occasion were scrupulously neat and clean, especially the boys' beds, which were if anything neater than those of the girls. Everything about the institution seemed in good condition, yet no more so than one year ago. At the close of the examination Dr. Higbee made an address, in which he said: "Should these schools close, there are over 800 children who would go into almshouses and other charitable institutions. I have examined closely, and know that this place is good, clean and healthy. The average death rate of children between the ages of five and fifteen years is 7½ per 1,000. At this place it is less than 2 in 1,000; at Mercer, 3½; at Uniontown, less than 3. I challenge the world for an equal to the Dayton death-rate. There has not been a child sick since the 27th of March. The design of these schools was temporary. They were not built like court houses, jails, and colleges, to be permanent, hence the buildings are not so expensive; yet they are comfortable and suit the purpose reasonably well for which they are intended. It has been charged that these children are not sufficiently dressed; that they have no night shirts or drawers. Why, I never wore either till I was twenty years old. They are not dressed extravagantly, but have such clothing as all children wear who are not brought up in extravagance. As to what they have to eat, their general good health answers that—they have plenty of good, wholesome food. They eat to make them strong. Look at the rosy, plump cheeks of the boys and girls, and see how starved (?) they are! We know they don't have mirrors, dressing cases, warm and cold water faucets in finely carpeted bedrooms; neither do any other children who live at their homes hereabouts in the country. They have good, comfortable lodging; and comfort, not finery, is the object. The teachers are well qualified and competent. Why, I never saw better management than at Dayton. I will put many pupils of this school against those of the same age in almost any high school in the State, and I know what I affirm when I say they are as good scholars. It is charged that they can't sing. I know that they can't sing operatic airs—but only listen to them and judge for yourselves. It is charged that they have no religious instruction, no Bibles, are not taught to lisp the name of God in prayer—but this is an unmitigated lie. I have tested these schools and know they are well versed in Scripture. Work on, teachers, even though abused. Good men and women are often maligned."

Addresses were also made by Revs. Earhart and Streamer, of Smicksburg.—*Dayton News.*

IV.—MOUNT JOY ORPHAN SCHOOL.

Those who visited Mount Joy on Monday and witnessed the annual examinations of the children in the Soldiers' Orphan School were unanimous in the opinion that the grossest injustice has been done to that institution by the reports started by John Norris and substantially repeated by the supplementary inquisition. The representative of this paper [Mr. J. M. W. Geist himself, Editor of the *New Era*] who was present had in early life some experience in school teaching, and in later years has witnessed school and college examinations, but he is free to say that he never witnessed one that was more satisfactory than this, both in regard to the physical well-being and the mental and moral culture of the boys and girls. If all the Governors and Attorneys-General of all the States, with a bevy of sensation reporters thrown in, were to affirm on the Evangelists that these boys and girls were ill-fed and reared in disregard of the laws of hygiene, and their intellectual and moral training neglected, we could not believe them, because our senses testified to the contrary under circumstances and conditions where de-

ception was simply impossible. We are aware that those who are determined to condemn these schools will say that everything was "fixed up" for the occasion, and that we did not see the Mount Joy school as the inquisitors saw it. To this we reply that such might have been the case in regard to certain conditions of food, clothing, domicile, and surroundings, but would be simply impossible in regard to the general healthful appearance of the children, their demeanor and progress in the various branches of study in which they were examined by their teachers, supplemented with test questions by Superintendent Higbee, City Supt. Buehrle, and Prof. Eberman.

We have little hesitation in saying that there were not five persons in the large and intelligent audience who could so well have answered the questions propounded and have given as good reasons for their answers. Their acquaintance with local geography—the topography of Lancaster county, of the State, and continent—their knowledge of mathematics in the higher as well as the rudimental branches—of the Constitution and government of the State and nation—of literature and biographies of authors and their productions, and the common, practical affairs of life—gave conclusive proof that these boys and girls had been trained not only to study and recite, but to think and reason on what they have studied.

To us the most interesting and suggestive of the exercises was the examination of the primary class of about sixty little boys and girls, taught by Miss Annie Dunlap. One of the indictments laid against this school was the absence of all religious training. In preferring this charge a cardinal principle of all true religion was violated: "Thou shalt not bear false witness against thy neighbor." The little boys and girls repeated the Commandments and the twenty-third Psalm, etc., with a correctness and readiness which would do credit to the best trained Sunday-school. Prof. Buehrle, to test whether these answers had not been given by pre-arrangement with certain scholars, propounded the questions promiscuously to scholars who had not before responded, but they were all prompt and correct in their answers, including three little colored girls, who were not the least bright and interesting in the group. In answers to inquiries it was shown that they were taught to pray night and morning, and a very free intercourse with the children gave evidence that in morals and manners the school will compare favorably with any institution in the land where co-education of the sexes obtains. It is a notable fact that in the history of the institution there have been no scandals. No higher tribute than this could be paid to the moral discipline of the institution, of which, indeed, the high character of the matron and lady teachers, most of whom have been there for years, would of itself, in the opinion of persons unprejudiced, be a sufficient guarantee.

We will not describe in detail the exercises of the day, which in no material detail differed from those reported in these columns on previous occasions. There were the class examinations, the military drill of the boys, which would do credit to veterans, the dinner served by a detail of the girls, who acquitted themselves with all the etiquette and more than the grace of the average trained waiter, and a pretty general inspection of the building and its appointments by the visitors—not one of whom that did not conclude that the condemnation of the *Record* reporter was a gross exaggeration. We were assured by disinterested citizens that everything in and around the buildings was in the same condition as when the Governor and his retinue were there. Prof. Buehrle, and Dr. J. S. Smith and A. C. Leonard, committee of the Grand Army Post of this city, who had frequently visited the school on former occasions, will confirm this testimony, as will also Profs. Shaub and Westlake, of the State Normal School at Millersville, who visited the Orphan School on Monday of last week. Those who are familiar with Prof. Shaub's experience in the management and condition of schools, will not question the correctness of his conclusions. Writing to the editor of the Mt. Joy *Herald* of the result of the investigations of himself and Prof. Westlake, he says: "Nothing appeared in any department of the school which would, in my opinion, warrant in the least degree the severe condemnation which has been recently poured upon it by a few persons. And I will say further, that I do not see how any reasonable person could fail to find much more to commend than to condemn."

At the close of the examinations Superintendent Higbee made a brief address, in which he congratulated the teachers upon their work, and the scholars upon their progress. He said the worst results that followed war were the wrecks of families and the traces it left in homes for many years after. The children before him had suffered through these results, and it was eminently proper that they should be fed and clothed and educated by the State as its wards. Citizens who were present could judge if their religious or mental training had been neglected. Look at them and say if they present the appearance of starved and sickly children! He had been with children for many years in schools and colleges, and these are as healthy and robust a body of boys and giris as he had ever mingled with, and he attributed it largely to their wholesome food and regular habits, going to bed at eight o'clock, getting their breakfast at six, their dinner at a regular hour, and no indulgent friends to supply candies and rich delicacies between times to lay the foundation of dyspepsia and kindred ailments. He also referred to the clothing, which every visitor had the opportunity of examining—both their new suits and those cast off—and he appealed to them if this clothing was not as good as that worn by their own children. If what had been alleged about the condition of this school had been true, the citizens of Mount Joy, who had everyday opportunities of knowing the truth, ought to be ashamed for having tolerated in their midst such an outrage upon humanity and the beneficence of a great State.—*Lancaster New Era.*

V.—WHITE HALL ORPHAN SCHOOL.

The annual examination of the White Hall Soldiers' Orphan School was held yesterday. Dr. E. E. Higbee, Supt. S. B. Shearer, of Cumberland; Supt. R. M. McNeal, of Dauphin; Prof. Heiges, of the Shippensburg State Normal School, delegations of the G. A. R. posts of Carlisle, Mechanicsburg, Harrisburg, Lykens and other places, besides many other visitors, were present. The pupils were dressed in their newest and best, and looked well. Before school was called the boys were marshalled in companies and drilled by captains, and their dress parade would have been creditable even for grown-up soldiers. The battalion was drawn up in front of the school building in regular military style and formally received Superintendent Higbee, who came in a private conveyance, and who was the only State official present.

The scholars assembled in the main school room at the ringing of the bell, and, after a formal opening with singing and prayer, were dismissed, and then the various classes were called back and examined, the examinations being conducted by the teachers of the school, Dr. Higbee, Supts. Shearer and McNeal, and Prof. Heiges. The classes almost without exception displayed great proficiency in the branches in which they were examined, notably so in reading and physiology. The class examined in Constitution and Civil Government in the afternoon showed remarkable thoroughness in that much-neglected branch of study, and were able to answer readily almost every question asked them by the visitors. The scholars are evidently under able and thorough instruction, and the teachers employed, it was plain from the work exhibited, are experienced and practical.

Before school was called the writer was shown through the pupils' sleeping rooms, and asked to inspect the bedding, the rooms, the means of access and escape in case of fire or panic, and everything was clean and inviting and to all appearance in conformity with the law and official requirements governing the Soldiers' Orphan Schools. The clothing, the bath-room of the girls, and also their play-room, were shown us, and we saw but little with which the most hypercritical could find fault. Captain Moore also took us to his office, handed us his account books, his return sheets, the bills of goods bought for the institution, answered our questions, invited us to ask more and bid us investigate for ourself in whatever direction we pleased. There was, of course, much we didn't have time to inspect, but so far as we went, we are glad to say, matters looked well. The pupils are all in good health and good spirits. Their appearance was as inviting as their general surroundings, and they were as polite in conduct to the visitors as they were ready in class recitation. The authorities throw the doors of the institution open to the inspection of all persons at all proper times, whether they are State officials, private individuals, or cranks.—*Carlisle Volunteer.*

The examination exercises of the White Hall School were of an unusually interesting character, and attracted a large audience. No doubt many of the visitors were drawn thither by a desire to see for themselves whether these wards of the State have been treated properly, and cared for intellectually, morally and physically in the manner contemplated by the statute. If this was the controlling motive of any, we are sure that the incidents of yesterday must have convinced them that, so far as this particular school is concerned, there are no just grounds for complaint. A healthier and happier group of children, or children with pleasanter surroundings, it is scarcely possible to meet elsewhere.

The curriculum includes the following branches: Reading, Spelling, Mental and Written Arithmetic, Physiology, Geography, Grammar, History, Constitution of the United States and the State of Pennsylvania, principles of Civil Government, Algebra, Geometry, Book-keeping, elementary Latin, and Vocal Music. The examination evinced the thoroughness of the instruction imparted. There seemed no hesitancy or guessing on the part of the pupils; there was an utter absence of that "parrot work," so common on occasions of this kind; and questions were fired at the young students from all parts of the room, and answered with a readiness and clearness that showed them to be masters of the situation. We have not the space to follow each class through its work, but we wish that those who doubt the efficiency of these schools could have heard this examination, looked into the frank, open, healthy countenances of these boys and girls, and witnessed for themselves the manner in which their intellectual, moral and physical wants are cared for. Here the children "learn by doing," and the discipline will be found to be of the greatest benefit in after years. The waiting and serving, and the being waited upon and served in turn, all the while under the eye of one whose business it is to guide and direct, are calculated to fit the boy or girl to fill honorably any position in life to which he or she may be called.

The institution is in an admirable condition, and Major Moore may well feel proud of the grand work he has done, and of the noble manner in which he has cared for the children of his soldier comrades. It is not necessary to speak of the sanitary condition of the school. The fact that there is not a single sick child in the institution, and has not been for many months, is the strongest proof that there is nothing wrong in that respect.

Prof. Heiges, in the course of his remarks, reminded his hearers that the chief wealth of this grand old Commonwealth is not to be found in the rich farming lands of our broad and fertile valleys, in our inexhaustible mines of coal and iron ores, nor in our great manufactories, but in our boys and girls who are our pride and the hope of the future. To fit and qualify these for the onerous duties of citizenship should be our highest aim, and nowhere is this work more successfully accomplished than in this institution. The thorough discipline which is a distinguishing characteristic of this school will be of inestimable value to these boys and girls in the future, and it would be a grand thing if every

child in the State had the same careful training, was prepared to yield the same ready and cheerful obedience to proper commands, and went forth equipped for life's duties, as do those who enjoy the advantages of this institution. The remarks of the professor were in his usual felicitous style, and made a good impression on the large number of visitors present, Dr. Higbee spoke words of counsel and encouragement. Other addresses were delivered, but our space forbids anything like an extended report.

This was the twentieth anniversary of White Hall School, and we think the happiest day in its history. True, its management was assailed, but when its liberal-hearted and broad-minded Principal threw open the doors of the institution and invited the closest scrutiny into its inner workings, those who wished to find something wrong were compelled to admit that no wrong existed. Maj. Moore and his able assistants have reason to feel proud at the result of yesterday's work. No better answer could be given to those who felt disposed to adversely criticise the manner in which the school has been conducted. The pupils themselves seemed the happiest individuals present, and resented any imputation that they have not the best and kindest teachers to be found, and we more than half agree with them in this opinion.—*Mechanicsburg Journal.*

VI.—M'ALISTERVILLE ORPHAN SCHOOL.

On Friday last, in company with a number of other comrades of Wilson Post 134, G. A. R., we attended the annual examination of McAlisterville Soldiers' Orphan School. That it was successful and creditable beyond all expectation, was the universal echo from every one present with whom we conversed. The classes, from the primary to the most advanced, gave evidence of careful, pains-taking and successful tuition, and shamed many public schools that we could enumerate. Having visited and thoroughly inspected every department of the school a few weeks ago, we did not accompany our comrades in that duty, but were pleased to hear from them that they entirely concurred in our published statement of its condition. The scholars all looked clean, healthy and happy, and presented a marked contrast to what might have been expected from the doleful descriptions of them in the Philadelphia *Record* and elsewhere some time since. We, as well as several of our comrades, took occasion during the day to interview privately a number of the children, small and large, as to how they were treated, and whether they were happy and contented there or not, and found not a single one who had any complaint to make. The drill on the playground in the afternoon would have done no discredit to old veterans. It called forth hearty plaudits from every veteran who witnessed it.

At the close of the examination, a bright boy by the name of Kephart delivered an address of welcome to the large and appreciative audience, which was composed of a number of the best citizens of the county. His address was well prepared, admirably delivered, and its tributes to Dr. Higbee, Mr. Wright and Prof. Sherwood, were vigorously applauded. Dr. Higbee then made a very strong speech in defense of himself, and refutation of the falsehoods that had been published against the schools. He was followed by Rev. L. Y. Hayes, who spoke in high terms of the proficiency exhibited by the scholars in all the classes, and declared that it proved that they had been well and carefully instructed. Rev. J. B. Mann and comrades Weidman, McClellan, Hughes, Stambaugh, McAlister and Allison, briefly testified their approbation of the progress exhibited by the scholars. Mr. E. L. Jamison, in a brief speech, said that the school was much better and in more effective condition to-day than it had ever been. Mr. Wright then made a few remarks in which he expressed his gratitude to those who had just testified to the efficiency of the school, and repelled the charges that have been so relentlessly hurled against his character in connection with his management of the Soldiers' Orphan Schools. The benediction was pronounced by Rev. J. B. Mann and the large audience dismissed, feeling pleased with what they had seen and heard.

We have neither leisure nor space to write further on this subject at this time, having so fully covered the ground lately, but hope to publish an official utterance of Post 134, after its next muster, when the comrades who participated in the examination make their report. Such a tribute, under the circumstances, will have tenfold more force than anything we can say. In the meantime we can safely add that if all the other schools show to as good advantage as McAlisterville, the State has just cause to be proud of them every one, false and exaggerated reports to the contrary notwithstanding.—*Juniata Herald.*

VII.—MANSFIELD ORPHAN SCHOOL.

The annual examination of the Mansfield Soldiers' Orphan School took place on Monday. State Supt. Higbee and Inspector Wagner were present. The programme of the day was not unlike that of former years. Commencing with the higher classes in charge of Misses Stuart and Johnson, pupils were examined in their several studies, including History, Natural Philosophy, Grammar, Book-keeping, Algebra, Geometry, English literature, Arithmetic, etc., in all of which they showed marked proficiency and the result of careful training. Dr. Higbee was at some pains to question the pupils on subjects outside the school-room studies, and drew forth intelligent replies. The girls were questioned on matters of household economy, and the boys on subjects bearing on agriculture and other outdoor industries. The intermediate grades and class in music, in charge of Captain John Matthews, passed a very creditable examination, as did also the younger children in charge of Miss Grace Oviat.

The State officials and visitors present expressed themselves well pleased with the examination and general management of the school. Gen. Wagner, recently appointed Inspector by Governor Pattison to succeed Mrs. Hutter and Rev. Mr. Sayers, paid his first visit to the school

on this occasion. He said he understood from the Governor that this was the best school in the State, and it was certainly the best he had thus far seen. He was much pleased with the exhibition drill by the uniformed cadets under command of Capt. John I. Matthews, and commended the proficiency shown. General Wagner divided his time between school room and general inspection of the buildings, grounds. sleeping rooms, clothing, etc., of the school, and seemed well pleased with the result. He was at one time Commander of the Grand Army of the State, is now one the directors of Girard college, and a military man in appearance and by training. Supt. M. F. Cass was present at the examination, and regarded the children better cared for than the same number of children in this county outside the institution. Other vistors from out of town were present. At the present time there are 143 pupils in the school.

Mansfield Advertiser.

VIII.—HARFORD ORPHAN SCHOOL.

We condense from the *Montrose Republican*, the following report by Comrades C. W. Conrad. D. N. Hardy, and W. W. Hardy, a committee of officers of Post 85, Grand Army of the Republic:

To the Officers and Members of Capt. Lyons Post, No. 85, G. A. R.; We, the undersigned committee, having attended the annual examination of the Soldiers' Orphan School at Harford, submit the following report:

The annual examination of the Soldiers' Orphan School in Susquehanna county, took place on Wednesday, May 26. It was conducted by State Supt. E. E. Higbee and Co. Supt. B. E. James, assisted by the teachers in the graded schools of Harford, and by the principal and teachers of the Harford Orphan School. The newly-appointed inspector, General Louis Wagner, arrived late in the evening of the preceding day. It was deeply regretted by everybody at the school that the General found it necessary to depart so very early in the morning as not to be able to witness any of the interesting exercises of the day. The weather was disagreeably cold and stormy, but that did not prevent a large attendance of interested and representative people from various parts of our county, and one and all expressed their hearty approbation of the condition and management of the institution. The work of examination began at 9 a. m. The forenoon was devoted to the examination of the lower grades, and we would speak especially of the excellent primary instruction as shown by the amusing and interesting exhibition presented by the wee ones, in a recitation conducted by Miss Carrie Rogers in the main chapel. The military drill which was had directly after dinner, was perhaps the most entertaining feature of the day, for the boys displayed remarkable proficiency in their many soldierly maneuvres. The educational work was resumed at 1 p. m. and consisted mainly in examining the higher grades. We need not speak of the tests of classes in detail; it will suffice to say that the pupils passed a very creditable examination, reflecting great honor upon their teachers, but more upon the noble people of this Commonwealth, who so generously care for and educate the needy and deserving children of her fallen and disabled defenders. In addition to the branches taught in our schools, we must add that the pupils at Harford (and all are under 16 years of age) were examined in the following advanced studies: Physiology, Rhetoric, Elementary Algebra, Physical Geography, Natural Philosophy, Ancient and Modern History, Geometry, Latin (reading and translating two books of Cæsar.) Beautiful maps drawn by the children adorned the walls of the chapel and the recitation rooms.

In the midst of the afternoon labors it was thought well to let the pupils rest for a short time, which was improved in hearing brief and spicy addresses from a number of eloquent speakers. Dr. Higbee, Superintendent James, Rev. Mr. Light, Prof. Thatcher and others made short speeches, and all spoke in very flattering terms of the high educational standing of the school, as well as the good morals and manners of the pupils. In conclusion, we desire to speak briefly and pointedly about certain important matters connected with the Orphan Schools. We regard the late investigations and boasted exposures as unfair, unjust, and untrue, not only to the Soldiers' Orphan Schools, but to every citizen of Pennsylvania. It was perhaps natural and proper that the "responsible public newspaper of Philadelphia" that began the attack on these schools should be harshly severe in its opening article, so as to engage the attention and awaken the interest of the public to what was to follow. It could only be expected that the article referred to should be notoriously sensational and one-sided, if it would prove a profitable investment on the time, labor, and money so obviously spent for its production. But once the attention and interest of the people and their recognized officers to watch over and manage these schools properly, had been aroused and an investigation commenced, then prejudice and partiality should have been laid aside and only a fair and honest inquiry have been allowed. It is not our purpose to shield any guilty ones, but right and justice demand that the innocent should not be yoked with the guilty, and that the good should be told as well as the bad, for it is the people's right to know the truth and the whole truth of the story. Who can be so well prepared to give a truthful account of the condition and management of those schools and the care and treatment of the children as the State Superintendent, his Inspectors, and delegations of the Grand Army that visit the institutions so frequently? We claim to have done this, and we must say that if ever the Soldiers' Orphan Schools were the pride and glory of the State, they are more deserving of that distinction today than in past years; for the food, clothing, educational facilities and the treatment of the children are better to-day than in years gone by.

We must say that the members of the Grand Army and the people in our section have been shocked at the unjust, ferocious, and malicious attack that has been made upon the Orphan

School system, and particularly upon him who stands at the head of the Department of Public Instruction and of Soldiers' Orphan Schools. We know Dr. Higbee, and believe him to be a man whom the children in the Orphan Schools love; a man who has visited the schools regularly and looked carefully after the interests and welfare of the children; a man whom we believe to be one of the ablest, most upright, and most honorable men in our grand Commonwealth.

IX.—CHESTER SPRINGS ORPHAN SCHOOL.

One hundred and seventy-seven soldiers' orphan boys in blue uniform marched and countermarched at Chester Springs yesterday over the same ground that the tattered veterans of Washington's army marched over after the defeat at Brandywine in 1777. Nearly a hundred rosy-cheeked girls, also soldiers' orphans, looked at the boys, and along with the numerous guests applauded the young soldiers as they kept step to the music of "Marching through Georgia," by the band. The girls were neatly dressed in tan-colored sateen dresses, trimmed with a reddish-purple velveteen, and wore white aprons and pretty lace collars. It was annual examination day at the Chester Springs School, and the boys and girls were at their best. The mothers of many of the orphans from all over the State were present, some of them in the habiliments of mourning. A prettier place could hardly be found in the State for such an institution. It is thirty-one miles from Philadelphia, in the northern part of Chester county, and ten miles beyond the historic Valley Forge, where the feet of the Continental soldiers were tracked in blood. Near by is the old home of Mad Anthony Wayne. The building in which the examination was held was a hospital for Washington's soldiers from Brandywine and Valley Forge. The other buildings, in which are the clean sleeping apartments, dining-rooms, wash and bathing-rooms and play-rooms, are a hundred years old. All of them, except the dining-room and dormitories, are sadly out of repair, yet the floors were as clean as a man-of-war's-man's deck, and the walls and outhouses neatly whitewashed. The buildings are on the slope of a hill facing southeast. Pickering creek, an estuary of the Schuylkill, runs along the base of the hill beyond the old Phœnixville road, on which the most of the buildings front. To the left a splendid vista opens up through the blue hills and the Pickering Valley in the distance. At the base of the hill is the parade ground, the girls' croquet lawn, and three springs—of chalybeate, magnesia and sulphur.

Fine old sycamore trees wave their branches all around just as they did three-quarters of a century ago, when the place was known as the "Yellow Springs" and was visited for years every summer season by Webster, Clay, DeWitt Clinton, Buchanan, the Ingersolls and Olwines, of Philadelphia, and scores of noted families throughout the State. It was the famous watering-place of three generations ago, and the ruins of the big stone bath-houses, in which still bubble up the precious mineral waters, tell of their faded glory. The best indication of the healthfulness of such a place is the fact that there is not a single patient in the infirmary. Manager R. H. Van Horn, the former principal of the school, said yesterday: "Since September there has been but one case of sickness, and that of erysipelas." There was not an unhealthy-looking boy or a scrawny-looking girl among them. The splendid physical development of the girls was particularly noticeable, while the boys were as full of animation as young kids. "Early rising, a bracing atmosphere, plenty of outdoor life, good food and water, no big prison walls, and laziness prohibited, are what does it," said the manager. Up on top of the hill are two large springs, which feed a reservoir from which pipes are led through all the buildings, giving an abundance of the purest kind of water.

There was a band of music—all boys—playing on the lawn when the visitors alighted from the train yesterday and walked up the lane to the school grounds. The youngsters were hanging over the fences and grouped in knots on the grass here and there. The lads touched their caps in military salute and the bright-eyed girls with a pleased expression courtsied gracefully.

The children romped and played around the grassy slopes until dinner was announced, when they filed into the dining hall, the girls first. In the upper end of the hall many of the visitors were seated. At the tap of the bell all were seated and Supt. Higbee briefly asked a blessing, when the clatter of knives and forks began. The substantial dinner was soon over, when Mr. Robarts, of the Phœnixville *Messenger*, as impromptu master of ceremonies, referred to the excellent condition of the pupils and the healthfulness of the school, and introduced Dr. Higbee, who, addressing the visitors, said: "It is true the children are on parade to-day, and all at their best, but look at them; they are as fat as chipmunks. Do you think they look as if they had been ill fed? The impression has been conveyed that they receive but little moral or religious instruction. That is an unmitigated falsehood. Their morals are carefully looked after, and they are as nicely behaved as any boys in the State." The boys and girls cheered the doctor when he took his seat. "Never in the history of the State have the Soldiers' Orphan Schools been a better condition than they are to-day," said Rev. Mr. Sayers. "Falsehoods have been spread about this school and others that have never been excelled since Adam was driven out of Paradise. The boys, the girls, the people of this neighborhood, those in charge, and the hundreds of visitors who have been here from time to time, including the visiting ministers of the various religious denominations of the State, know that this is so." Rev. Mr. Sayers then told the boys and girls so to live that no act of theirs would bring discredit to the State.

The examination of the children in their studies and calisthenics in the afternoon was attended by all the guests, and was an interesting exhibition. Around the large school-room and the adjoining class-rooms were black-boards with evidences of their skill in drawing with crayons, and numberless maps. Dr. Higbee,

Rev. Mr. Sayers and Deputy Supt. Henry Houck, conducted the oral examinations. While the latter was rapidly asking questions in history of the little soldiers in Miss Yerkes' room, and one of them had correctly answered who the first President was, Mr. Houck quickly said, "Who is President now?" "General Grant," responded a half-dozen voices. Then a hearty laugh followed as the better posted ones sang out, "Governor Cleveland." One little girl wrote "Fryday" on the blackboard for one of the week days. She looked abashed when a little fellow in blue stepped up and wrote it correctly. Most of the scholars appeared to be well up in their studies. The calisthenic drill was conducted by Mrs. Van Horn, wife of the superintendent. "It is one of the strongest points in building up the muscles," said the instructor. The girls took more delight in the exercise than the boys. Among the visitors was Mr. George Tustin, who, in pointing to a farmhouse across the hills in the distance, said: "Three generations of my family have owned that farm and lived there. I was a boy ten years of age when the Soldiers' Orphan School was established here twenty years ago. I have watched it carefully, and it is to-day and it has been for a year past in as good condition as it ever was. The school has been slandered. It has gained notoriety, but not infamy." Late in the afternoon the scores of visitors from Phœnixville and the adjoining county held an impromptu meeting and passed resolutions of thanks to the officials of the institution. Then the band conducted the visitors to the cars to the tune of "Rally Round the Flag," and, as the train moved off, gave three cheers and a tiger.—*Phila. Times.*

X.—NORTHERN HOME, PHILADELPHIA.

The thirty-fourth anniversary of the Northern Home for Friendless Children and Associated Soldiers' Orphan Institute was celebrated yesterday [June 23d] at the Home, Twenty-third and Brown streets. At nine o'clock in the morning the examination of the pupils began, and continued until noon. The examination was conducted by Prof. Henry Houck, Deputy Superintendent of Public Instruction; Dr. Edward Brooks, late principal of the Millersville State Normal School; Prof. Thomas May Peirce, and Prof. Franklin S. Ibach. The pupils were examined in book-keeping, short-hand and typewriting, algebra, geometry and physiology, and all the common school branches of education. They all displayed great proficiency, particularly in caligraphy and mathematics, and the Board of Examiners expressed themselves exceedingly gratified with the result of the examination. At 2 o'clock an examination of the girls in music was held with a like result. The exercises consisted of vocal and instrumental music, and were participated in by all the larger girls. Some of the girls have really fine voices, and all of them have been carefully trained.

The most interesting feature of the examinations was the kindergarten exercises by about thirty little toddlers ranging in age from two and a half to four years. The little boys were all dressed in blue linen kilts and the little girls in white linen dresses, and as they filed into the school room to go through their exercises they looked like Lilliputians, so small were they in stature. They all seemed well-gifted with intelligence. Misses Maggie Walker and Mary Walton, the kindergarten teachers, were publicly complimented for the efficient manner in which they had trained the little ones. Some beautiful specimens of flower work by the girls were displayed, and a number of ingenious and practical illustrations of the mechanical skill of the boys were placed on exhibition, two of them having obtained the first and second mention of the Franklin Institute. After the examinations had been concluded the anniversary exercises were held in the chapel. The room and platform were beautifully decorated with flags and other military emblems. On the stage were seated Chairman Daniel M. Fox, Gen. Louis Wagner, Prof. T. May Peirce, Col. N. Ferree Lightner, Gen. T. J. Stewart, Prof. Frank Ibach, Rev. J. W. Sayers, Prof. Harry Houck, Dr. Edward Brooks, Rev. James Neill, Major Taylor of the *Scout*, and Rev. Dr. Sippler. The ladies who took a prominent part, assisting Mrs. Hutter to entertain the guests, were Miss Lizzie Shaw, Mrs. John B. Heyl, Miss Anna M. Grove, Mrs. Chaplin, Mrs. Young, Mrs. Lewis, Miss L. E. Claghorn, Misses Kate Wetherill, Anna Ely, Lottie Ely, and Mrs. H. A. Snyder.

The opening address was made by Prof. Edward Brooks, who read a report of a careful inspection which he had made of the Home. He spoke highly of its sanitary arrangements and of the moral and intellectual culture developed in the institution. He said that the scholars were further advanced in their studies and more thoroughly instructed than pupils of a corresponding age in the majority of the public schools. He spoke in the highest terms of the healthfulness of the children, much of which he attributed to the careful and efficient management of Mrs. Hutter.

He was followed by Rev. James Neill, who compared the condition and advantages of the children to those enjoyed by the majority of children in the middle walks of life. He questioned the little ones closely as to whether they had any cause for complaint, and if they would prefer some other president to Mrs. Hutter. The pupils vociferously expressed their regard for Mrs. Hutter, embarrassing that lady not a little by their unanimity of sentiment in her favor. Rev. Jno. W. Sayers made a short address, in which he feelingly appealed to the scholars to "lead such lives of uprightness that when they reached the years of manhood and womanhood they could vindicate the management of the institutions in which they had acquired their early training, and remove the stigma which had been placed upon honorable names and honorable institutions by the false assertions of persecutors."

General Wagner delivered a brief address, in which he did not dwell upon the recent charges against the management of the Soldiers' Orphan Schools, but spoke very highly of the manner in which the Northern Home was conducted and commended the management of the children.

He said that $8,600,000 have been expended by the State of Pennsylvania on the Soldiers' Orphan Schools, and the sum will reach $10,000,000 before the term of their existence expires. "Now the question has often been asked, what will the State have to show for that enormous outlay?" said he. "It will have 15,000 citizens, or those growing up to citizenship, who will some day return a thousand-fold the benefits conferred on them by the State, citizens whose acts may shape the government of this great Commonwealth and confer an unfading lustre and an undying glory to the pages of its history." Several other speakers praised the institution and expressed themselves greatly gratified by the fine appearance of the scholars. Diplomas were then conferred upon a class of sixteen graduates.

After the exercises in the chapel were over there was a dress drill and inspection of the boys by Col. Wiedersheim and staff, of the First Regiment, N. G. P. The military evolutions of the boys, who were drilled by Major Spicer, their superintendent, and led by the Matthew Baird Band, composed of pupils of the institute, were perfect, and elicited the highest encomiums from Col. Wiedersheim and the other military guests. Considerable regret was expressed at the absence of General Gobin and Supt. Higbee.

Five thousand nine hundred and fifty-two children have passed through the institution since its foundation thirty-four years ago. Of this number 1,267 were soldiers' orphans. There are now in the Home 300 soldiers' orphans and 114 friendless children. They are well cared for, all the comforts of a good home being provided. The rooms of the dormitories are clean and airy, and the cooking, though plain, is good and of the most substantial character. Yesterday everything about the place was as bright as a new pin, and every child had a healthy look and a cheerful smile.—*Phila. Times.*

The Northern Home for Friendless Children and the associated Soldiers' Orphan Institute celebrated its thirty-fourth anniversary yesterday at the Home, Twenty-third and Brown streets. The examinations of the higher classes in algebra, geometry, physics, mental and written arithmetic, book-keeping, shorthand and typewriting, took place at 9 o'clock in the morning, and was conducted by Prof. Harry Houck, Deputy Superintendent of Public Instruction, Rev. E. E. Higbee, D. D., the Superintendent, being unable to attend. The musical examination of the girls and exercises of the kindergarten were held in the parlors at 2 o'clock, after which the anniversary exercises were held in the chapel.

Hon. Daniel M. Fox presided in the absence of M. J. Mitcheson, President of the Board of Trustees, and read telegrams of regret at their inability to be present from Gen. J. P. S. Gobin, Department Commander of the Grand Army of the Republic of Pennsylvania: Major W. H. Lambert, and Dr. E. E. Higbee, who was required to be present at the annual examination of the State Normal School at Millersville.

The exercises were opened with prayer by Rev. Dr. Sippler, after which Dr. Edward Brooks, late of the Millersville Normal School, read an interesting paper on the school and its work. He had recently made a thorough examination of the school, and while certain changes, he thought, could be made in existing arrangements, as a whole the scholars were better treated, better fed and generally better educated than those in most other similar institutions. The present examination of the pupils he thought had been the best of any ever held, and he congratulated Mrs. E. E. Hutter, President of the Board of Managers, and other ladies of the management, upon their great success.

Rev. James Neill, whose particular admiration for Mayor Fox as a chairman was very apparent, made a most entertaining speech, to the very evident enjoyment of the children, with whom he is a great favorite.

Mint Director Fox followed in an earnest appeal to the graduates and scholars to do credit to the institution that had done so much for them, and told them that in the future years they might all grow to be as big men possibly as General Wagner, who, as the next speaker, humorously said that, while they might not all live to be Mint directors or mayors, they certainly had a future before them which he hoped would be a glorious one. He had not brought his inspector's report along, and therefore could not read it. Getting into figures, he said that the States had spent nearly $10,000,000 for educational purposes, and he hoped that the future would show that these wards of the State had tried to honestly deserve the noble charity. He closed with a glowing tribute to the lady management.

Colonel N. Ferree Lightner spoke briefly, and was followed by Major Taylor, of the *Scout*, who dwelt earnestly on the great good accomplished by the Sunday-school. Prof. Franklin Ibach, a teacher in the school, made a few remarks, after which Chaplain J. W. Sayers, of the G. A. R., was eloquent on the wrongs which had recently been done the school, and hoped that time would prove how cruel was the stigma which had been cast upon the earnest band of men and women who had made a life-work of this noble and deserving object.

The diplomas were then awarded by Chairman Fox to the following graduates: Warren Miller, Lillie Antrim, Elizabeth Kinsley, Charles Guest, Minnie Sorg, Charles L. Chichester, Frank S. Kuhns, Mary S. Fulton, Elvin J. Sutton, Eva May Livered, Sophie W. Butler, David H. Crose, Lillie May Kraft, John H. Frey, Kate Cremer, and Katie Duchman. Charles F. Buchholz was awarded the gold medal of the Srping Garden Institute for the best work in wood, and H. S. Burger was awarded the second prize for proficiency in the same branch.

The grand drill and dress parade of the battalion of the institute, under the command of Major H. F. Spicer, was then held on the parade ground, and Col. T. F. Wiedersheim and staff reviewed the battalion, who went through the manual of arms and marching with the precision and earnestness of old soldiers.

The home was crowded all day by the friends and relatives of the scholars. Mrs. Hutter, the first and only president, was made happy by a

thousand congratulations, and she stated to a reporter that the school was never more flourishing, there being 300 soldiers' orphans and 114 friendless children now on the rolls. 5952 children have attended the school during the thirty-three years of its existence, 1267 of whom are the orphans of soldiers.—*Phila. Press.*

BELGIUM DEMANDS ARBOR DAY.*

AND TELLS TO EUROPE THE STORY OF THE DAY AS OBSERVED IN PENNSYLVANIA.

FOR more than forty years the Academy of Belgium has submitted the following question to competitive discussion. "What are the changes which the cutting down of forests causes in the surrounding country and villages, in relation to the temperature and salubrity of the air; the direction and violence of prevailing winds; the abundance and locality of rains; how are springs and running waters affected? and in general, what are the actual physical results of denuding any considerable area of its forest growth?" "Ostend-Arcachon" is an essay in reply to the question in inverted form: "What are the changes that the planting of large forests may cause, etc.?" with illustrations from this noted seaside resort

As to situation, Arcachon is in the southwest of France, as Ostend is on the northwest of Belgium. Each has a sandy flat shore, an immense plain extending behind it; each is surrounded by its downs; each is an attractive or fashionable watering-place. And yet what a difference between them!

Arcachon is wooded; it has ample shade; and the unexpected and pleasing are constantly present in its walks and drives. Arcachon unites all the advantages of the forests of fir trees and the life of the shore. It is protected against the northeast winds, and is as a nest concealed in the depth of the wood, with an escape toward the ocean. Arcachon is a picture. And Ostend—is Brussels upon the sea, wanting what makes Brussels one of the most agreeable cities of Europe—its streets, its parks, its squares, its wood of Cambra.

It is proper to say that we do not ignore the efforts which have been made to supply the want of verdure to Ostend. We know its Leopold Garden and its Wood of Boulogne. Is this enough? We think not: much more and much better must be done. The downs must be planted from the frontiers of France to those of Holland, to execute the project of M. P. Bortier, which is perfectly feasible, as has been shown by experiment.

We do not propose to review his admirable work, "Wooding the Downs of Flanders," which, we can not doubt, will one day make famous the name of its author; but we would wish to continue, so far as possible, the practical work that he has bequeathed to us, putting into effect a small but important part of his vast plan.

In this connection we may inquire whether the trees that he recommends are the only ones to be planted successfully. He has not said so, and we know to the contrary. Trees growing naturally on the sea shore are the proper ones to be acclimated on our coast. Among these (although we share not the doubts of M. Bortier on the subject of the *Pinus sylvestris*, doubts which M. A. Breuil, of the Conservatory of Arts and Trades of Paris, no longer shares), we recommend the *Pinus radiata*, of California. Our reasons are acclimation, proved upon the west coast of Scotland, where the tree grows naturally in a northwest exposure, grows rapidly and is easily transplanted,—considerations vitally important. Then comes the *Pinus sylvestris*, which, save in rapidity of growth, yields in nothing to the preceding species. But let us abandon for a moment these general considerations upon maritime tree-planting, to occupy ourselves with the means of developing the timber, not only of the downs, but also of the dikes, of the denuded crest of Walloon and the treeless parts of the country.

We have confidence in neither encouragement nor repression in the matter of tree-planting. The history of the encouragement is only a long train of miscalculations. The history of repression is the balance sheet of ignorance. It is not necessary to encourage or to repress; it is sufficient to instruct. One proof in support of this: The State of Pennsylvania, in 1870, had a law passed which exempts from certain taxes those who plant trees upon their lands along the roads. The law remained comparatively a dead letter, as the Governor of the State has well remarked, because it often happens that the laws are not known by the hundreth part of those who are expected to obey them.

We have said that M. Bortier praised repression. He did this only to protect the country. He makes appeal to the police

* Translated for *The Pennsylvania School Journal*, from the French of Roger de Goey, of the *Revue de Belgique*, by Miss Elizabeth McVey, Lancaster, Pa.

and rural guard to repress devastation, but he has need to point out the advantages of instruction. The example of America confirms our faith in the effects of education. These same Pennsylvanians who, during six years, ignored a law which was to their advantage, have been constrained to do, without any pecuniary advantage, what was attempted in vain by encouragement. Those who are working this miracle are the children. They are teaching the children in the schools to love trees, to think about them, to plant them; and the fathers, brothers, uncles and cousins have not wished to be surpassed by them in this most important work. The little ones have an Arbor Day; the elders have also adopted the day; and both together have done wonders! So goes the world.

Man is not, at bottom, so foolish an animal as Boileau has tried to make us believe. But it is necessary to know how to take him, in order to manage him to the best purpose. Snarers of birds will tell you that to secure the large birds, it is necessary first to get the little ones. Let us teach the children to love the trees. One respects what he loves, and protects what he respects.

Let us institute Arbor Day, like the Americans. It is to the State of Nebraska that the honor belongs of having inaugurated the day, or officially designated it for the planting of trees and shrubs by the public schools of the State.

This arboreal or sylvestral fete, I know not which designation is to be preferred, instituted in 1875, has received the approval of the States of Kansas, West Virginia, Minnesota, Indiana, Michigan, Ohio, and Pennsylvania. Other States are preparing to follow this good example.

To give an idea of the rapidity with which they prepare and execute such a movement in the United States, it is sufficient to relate what passed last year (1885) in Pennsylvania. In the October number of *The Pennsylvania School Journal*, Mr. Nathaniel H. Egleston, of the forestry bureau of the U. S. Department of Agriculture, commenced a series of articles on Tree Planting. The Superintendent of Public Instruction, E. E. Higbee, who is at the same time editor of *The School Journal*, supported these articles with all the weight of official and editorial influence.

During the month of January, the Legislature of the State was interested, and March 23, 1885, after a concurrent resolution authorizing action to that effect had been passed by both branches, Mr. Robert E. Pattison, Governor of the State of Pennsylvania, issued a proclamation ordering all the public schools to celebrate as Arbor Day, Thursday, April 16, 1885, and inviting all the people of the State to plant trees along the public roads, in the grounds surrounding the schools, and wherever they judged necessary for the use and pleasure of their descendants. The reply to this appeal was a magnificent manifestation of public opinion in favor of tree-planting.

At the Normal School (université) of Millersville, the Governor of the State himself was the prominent figure at the Arbor-Day exercises; at the High School in Lancaster, the Superintendent of Public Instruction honored the occasion with his presence. Everywhere the clergy, without distinction of sect, took part in the festival. A portion of the opening prayer of Rev. Mr. Hark, of the Moravian church of Lancaster, is here quoted: "We have despoiled Thy garden of its beauty, we have ruthlessly destroyed Thy forests and trees," said he, in addressing the Deity. "We have wasted Thy gifts and transgressed Thy laws. Remember it not against us, nor visit it upon our children. But graciously accept our peace offerings this day, and let them be fruits meet for repentance."

Cromwell had the habit of saying to his troopers: "Trust in God, and keep your powder dry." "Help thyself and Heaven will help thee," said the wisdom of the nations long before Cromwell. Mr. Hark speaks not otherwise. One sees in America religion itself thus made practical. It is a condition *sine qua non* of its existence, and this practical spirit causes to-day the strength as it will later the greatness of the American people. Ah! did we but feel as the Rev. Hark and many of his countrymen, the downs would very quickly be wooded!

But to return to the Arbor Day exercises. We have not the necessary data to relate what passed outside of these schools, although the copies of *The Journal* which we have show that there were thousands of trees planted upon highways, about homes, and elsewhere, amid much enthusiasm.

In the schools, the ceremony was simple and at the same time impressive, and as each establishment was free to make its own programme, there was little room to fear that governmental uniformity which always gives rise to disgust. That of the High School of Lancaster is typical [the programme is given in full]. The exercises began at ten o'clock in the morning and closed

precisely at noon. Whilst the speeches were being made in the academic hall, the workmen were engaged placing the trees in the ground, leaving sufficient space for the pupils of a class to throw a shovelful of earth. A tree having been allotted to each class, they gave it a name chosen by the majority, and a pupil sponsor having been chosen by the same republican means, named it with the following formula: "The class of——names this tree in honor of —." After which, each having placed his portion of earth, the exercises were considered closed. Useless to add, that the afternoon was a half-holiday.

We know that in America, the public schools are open to pupils of both sexes. So it is in the High School of Lancaster. The following are the names chosen for the trees by the different classes: Bryant, Alice and Phœbe Cary (celebrated Americans), Longfellow and Whittier, by the girls: Robert E. Pattison, first Arbor Day Governor, E. E. Higbee, first Arbor Day Superintendent, Oliver Wendell Holmes and William Penn, by the boys. The teachers of both sexes named certain trees planted by them as follows: Elizabeth Barrett Browning, Washington Irving, Sir. Walter Scott, and Bayard Taylor.

As Supt. Higbee has well said in his remarks: "In making thus of the tree a kind of symbol of those we love, we develop at the same time our faculty of loving nature and art."

In the primary schools, the ceremonies, though more simple, were not lacking in enthusiasm and poetic interest. What more fitting than for a little girl or a little boy of seven or eight years baptizing a shrub to say, "Dear shrub, we name thee Kate Greenaway, and we will love thee well through love for her."

At the Normal School, there was the same enthusiasm with more impressiveness. Prof. B. F. Shaub, speaking before an audidience comprising the governor of Pennsylvania, a number of Senators, representatives and others, including more than five hundred students of both sexes, summed up the practical lessons of Arbor Day as follows: 1. To plant; 2. To love; 3. To study; 4. To protect the trees; and 5. To know nature in general better than before.

As to the result which Pennsylvania can logically expect, the address of Governor Pattison gives us a definite statement: "To preserve or improve a climate is a work of high civilization: tree-planting alone is capable of doing this; and in making known this truth to the million children who attend our schools and to the twenty thousand teachers of the Commonwealth, Arbor Day exercises will have fulfilled their mission."

Behold the language they use, see the acts which they perform, in America, in such States as Pennsylvania, which was settled only two centuries ago—that new country! And we who date from before the Christian Era, we who have not only to improve a climate, but to save the agriculture of a whole region, and to buffet the moving sands that the sea brings us with each wave, shall we do nothing? Continued negligence will be almost suicidal!

As we have said, it is not only the coasts of the North Sea that are to be regarded; there are also the dikes of the Scheldt and its tributaries, and the ridges of the Meuse country which call for tree-culture with great urgency of demand. Will nothing induce the authorities to institute Arbor Day along the downs? The entire country would draw profit from it. As to the action of the policeman or rural guards, we have not the least confidence in it. The authorities of Louvain say that the students of the university mutilate the trees of the boulevards in spite of the most severe vigilance. If in a city they can not, by fear of the law, protect the trees of the public streets against the mischievous acts of the students, who are more or less intelligent, what can the guards or gendarmes do, isolated in the country?

It is necessary to educate the children. It is necessary for safety, to introduce Arbor Days into the schools and into the state.

In the meantime, let us commence with Ostend. To whom does it belong to realize such a project for Ostend? To the State and to the city, is the reply. Certainly. But these are political bodies, who can not always agree, and then—contention and failure. Let us rather put our hope in the *Commercial Association* of Ostend. It has furnished the proof of its fitness to take care of the interests of our sea-coast, and we do not believe that it will lose the good opinion that the country has of its activity and intelligence in taking in hand this new interest.

What do we demand? That Ostend shall be wooded; that Ostend shall have shade; that Ostend shall have the unexpected in its walks; that Ostend shall unite all the advantages of the fir plantations with those of the sea-coast; that Ostend shall be protected against the winds of the north-east; that Ostend shall be as a nest hidden in the depths of the wood with an escape upon the sea—that Ostend shall be a painting!

The thing is easy to do! It needs only a little good-will and some well-directed labor. We would ask from the government a field on trial on the north-east of the town; the old race-course and all the down to the Fort Napoleon. As soon as a well-conditioned wood shall have been created—say in ten years—they will bind it, by well-disposed blocks of green trees, to the Wood of Boulogne; then, surrounding the city, they will meet—say at the end ot twenty years—the downs of Mariakirch. Let us remark that this project will serve not only for Ostend, but for all our coast towns.

This is not all: it will be necessary to plant larches, pines, or firs, in all the great arteries — boulevards, avenues or streets. The city of Victoria, in Australia, has no more beautiful avenues than those which may be planted with the *Pinus Hallipensis*, the *Pinus Sylvestris*, or *Pinus Laricio*. You may consult the works of the Baron Ferd von Mueller, published by the government of India, at Calcutta, if you wish to be informed on this subject.

Kinds of trees are not wanting as much for sandy ground as for moist soil. In the Park also, the question will be to mingle some resinous species with the trees already found there.

"Uniformity soon gives rise to weariness," is true in tree-culture as in literature. Let us study the effects that our neighbors on the other side of the British Channel draw from the different pines in their public parks. When winter comes our parks, our streets, are stripped of all their splendor; in England there always remain masses of foliage on which the eyes may rest. Our project being realized, what are the advantages that Ostend will derive from it?

1. Notable diminution, almost total, of the north-east winds, the most dreaded of all upon our coast; 2. Certain improvement of the public health by the constant purification of the air caused by the trees and the balmy odors which they exhale; 3. Creation of numerous parks, avenues, walks and attractions for strangers; 4. Possibility of establishing a fall and spring season, as is found in some English watering-places; and 5. The probable transformation of the climate, clouds and fog condensing more quickly into rain in wooded places, and consequently allowing the sun to penetrate more easily. The result most alluring to Ostend naturally follows—the certain increase in the number of strangers attracted hither.

It is intended to start in Ostend a magnificent hydropathic establishment, which will open June 1st. Hastings, Brighton, Eastburne, Scarborough, all have similar establishments which remain open all winter. It is true that these cities continually plant trees, in spite of what nature has already done in their favor. Thus Hastings has just planted a public park at the cost of 600,000 francs.

Here, 10,000 francs would be sufficient for the creation of the field of experiment, and 2,000 francs a year for its maintenance and extension during ten years; which would be in all 30,000 francs, that would be fully paid back afterward by intelligent cutting.

Can we not find enough interested to realize Ostend-Arcachon? We refuse to believe it. They speak at Ostend of a trial of tree-planting which has not succeeded, and on that account deny the possibility of success. We have wished to know what to think on this subject, and have addressed different persons of the city as well as those along the borders, and are able to declare that *this* attempt *has* perfectly succeeded, but that the plantations have been maliciously destroyed. Behold the facts:

Towards 1872 or 1873, a high officer of civil engineering caused to be planted on the south-west of the royal cottage and (under the wind) leeward of two sheds or barracks which were found at that time in the downs, several maritime and American pines. Properly planted, they began to grow. Unfortunately, the boys broke several during the first year. I do not know that they watched them better after that; but it is true that when, in 1879, they tore down the two barracks, some of them still survived. They took up the fir trees and transplanted them in different fields and surrounding gardens, where they soon withered, having been badly replanted. There remain only two or three, which one can see near a small cottage at the south-east corner of the chalet of the king.

We are then perfectly authorized in saying that the trial of tree-planting would have succeeded with ordinary watchfulness. Let us add that the high functionary to whom we have alluded above remains convinced of the possibility of wooding the downs, and the advantages the city of Ostend would derive from it.

Before concluding, let us avow that we foresee an obstacle of another nature; *Speculation rules*. One no longer works for the future. Announce that you have discovered a gold mine in the mud of the Scheldt, found a company and promise that

you will pay a hundred per cent. interest per year, and be persuaded that many persons will believe you and bring you their savings; construct a monster hotel and demand stockholders, you will have them; as long as there is hope of gaining much and quickly, they do not look at it closely. But to labor for the future, to work for posterity is not the thought of the Belgians of the nineteenth century. This is the stumbling-block. Ostend-Arcachon can only be realized with a view to the future.

Bremontier has done it, and the lands are wooded and cultivated. They have done it in Campane, and it is transformed from day to day. Let us plant trees on our sea coasts, and they will be the most sought after on the continent. Let us realize Ostend-Arcachon, and Ostend will be the queen of the Continental watering places.

Revue de Belgique.

RANDOM NOTES IN MUSIC.

THERE is a nightly concert in the lower part of Allegheny City, Pennsylvania, by the largest orchestra in the world. It is composed of at least three hundred players, who perform on nearly every known instrument. The band is well trained and uniformed alike, but has no leaders. The musicians play what instruments they please and what tunes they please; They never see each other while they play, and their audience consists of the same people at every performance. There are never any programmes advertised or distributed. The concert begins precisely at six o'clock every evening, and ends at the stroke of seven. At that hour the instruments are carefully laid away, and are not disturbed again for twenty-three hours. This is according to the rules of the Western Penitentiary, the inmates of which compose this remarkable body of musical amateurs. The Western Penitentiary, so far as we know, is the only prison in the United States where the prisoners are permitted to cultivate the art of music, and many do it to excellent purpose. A reporter of a leading newspaper was one of the audience at a recent concert. Five minutes before six he made a round of the tiers with one of the keepers. There are (1886) six hundred and forty cells, and in almost every second one the occupant sat, awaiting the signal, ready with his instrument to begin. Two minutes before six he took his station near the gong on which the signal is sounded. All was quiet. Punctually at six o'clock the doorkeeper sounded the gong six times, and the vibrations had scarcely died out when the noise from several hundred instruments was heard. It was almost impossible to distinguish one tune from another. The mingling of sounds reminded one of the howling of the winds in the distance. The men rattled off tune after tune without stopping. "They look forward to this hour with great pleasure," said one of the keepers. "From five o'clock, when they come in from work, they sit and watch impatiently until the gong strikes. They don't lose a minute. This hour seems all they have, and to many of these poor fellaws the flying seconds are more than golden. This music is the only thing which varies the dread monotony, and to take away an instrument from a prisoner is about the severest punishment we can inflict. Some of them are good players, practice and constant application making them very skilful. There are men here who were very poor players when they came, and now they rank with the best of them. Just listen." The reporter and his guide stopped before a cell, in which a very youthful, intelligent-looking prisoner was playing the Spanish fandango on a guitar. Every note rang out clear, like the trilling of some bird. The player did not even raise his head to look at his auditors, and after finishing the fandango he ran off into a medley, from high to low, and then to soft, sweet notes. Then he went off at a lightning rate and finished with the prison song—"Ah! I have sighed to rest me," from Il Trovatore. The occupant of the cell on his left was playing "Mary Ann McCarty" on a mouth harmonica, and the next was happy in his fiddle and the "Arkansaw Traveler." A few steps farther, and the reporter stopped before a cell whose inmate was a man from forty to forty-five years of age. He was playing on an odd instrument made by himself. One would hardly think it possible that a tune could be played on it, but the prisoner proved that music could even be rendered on a bare piece of wood if properly handled. "That man," said the keeper, "has been here for five years. He has no friends or relatives, and, as he could not procure an instrument anywhere, he made one himself. He values it more than anything else, and is happy as long as he can play on it." It was a few minutes before seven o'clock when the round was complete, and, as the ground tier was reached, a man with a violin began playing "Home, Sweet Home." His neighbor accompanied him on a guitar, and in a second a flute joined in, then a cornet, mandolin, etc. In fact, the prisoners on the upper tier seemed to be watching for the sounds, and caught them up, one by one, until all were playing the tune. It was not music to satisfy Theodore Thomas, but the angels catch the meaning of its melody, and to their ears all discord is lost in a diviner harmony. The instrumental medley closed with the stroke of seven. Quiet reigned supreme, and no one would have known that a moment before the sounds of hundreds of instruments had been heard in the corridors.

Pittsburgh Times.

IT is the purpose of our free schools to provide for the public good, rather more than for the individual good, on the principle that the public good *is* the individual good; hence the policy that has for its aim the greatest general good for the greatest number is in full conformity with the spirit of national education. The "three R's" should no longer be deemed a sufficient education. They are essential we readily grant, but to make them sufficient for the present age they must be adorned. As an adornment for the essential in any education, there is perhaps nothing more desirable than a knowledge of music and the ability to sing or play. Besides, to cultivate one musically is to cultivate him intellectually as well, for the study of music lays under contribution all the faculties of the mind. It is a fact well worthy of observation, that the highest grade of both general and individual culture in school education to-day, is found in the cities and towns where music is taught in the public schools. The effect is ever elevating and never degrading. No danger of unbidden thoughts of evil character entering the mind of a child when he is singing pure words set to sweet melody. Let the children tune their hearts to pure music: let the sweet minstrel of song be theirs to sweep the chords of love and good-will, whether they toil with

lessons or nimbly romp in the sunlight of the social hour, and the moral atmosphere about them will be improved. Music, when correctly taught, trains the ear to finer conceptions of the beauties of the tone world. What the eye is to the painter, the ear is to the musician. The ordinary pursuits of life all tend to develop the perceptions of the eye far more than the ear. In seeing we learn to know the difference between objects as well as the distinction, and so classify with the eye with perhaps far more readiness than with any other of the senses. Blind people show us often to what wonderful extent the ear may be developed in its ability to distinguish and classify tone impressions. This ability comes from the practice of *thinking through the ear*. Of course, when this is done to the exclusion of the sense of seeing, the development becomes abnormal; but we see no general reason why our education should not be so managed as to teach the youth to *think* through either, or both, the eye and the ear. There is perhaps no study that will develop the ability to think, analyze and compare through the sense of hearing so well as music. But even in the practice of vocal or instrumental music, the thought must accompany the act, else intelligent conceptions will not be formed. As music is usually taught in the schools, we think there is not enough attention directed to this one point, i. e., developing intelligent tone perception. This can only be done by resorting to such devices as compel the pupil to depend solely upon his hearing.—*W. T. Giffee.*

As children must have a knowledge of language, and a sufficient vocabulary to express their thoughts in words, before they commence the task of reading, so in music, they must, by listening to music and singing by rote or imitation, possess a clear idea of music before attempting to read music from notes of any kind. It is therefore important that there should be some method as to the selection of songs, both as to the words and the music.—*L. W. Mason.*

MUSIC is entitled to hold a conspicuous place in the conrse of common school instruction; the benefits arising from this study are limited to no class or condition, but manifest themselves in the life of every individual, in every family circle, in every social gathering, in every house of worship; in short, at all times and in all places, when and where the brighter, happier, higher emotions and aspirations of the heart and soul seek to find utterance.—*D. B. Hagar.*

MUSIC is taught in some form or other in all the principal cities in the United States, and the meager results in some and the total failure in others, are due to the superficial manner in which it has been and is still taught by some musical "professors." It is folly to use music in the school-room merely to spice the general order of exercises. As thus used it will always fail, and ought to fail, and the public under pressure of hard times are always ready to cut off what they describe as "ornamental" branches. The hook of knowledge must now-a-days be baited with some fanciful color, form, or design. The strain placed upon children in learning the position of do, mi and sol with ordinary white crayon has been much alleviated by substituting blue do, red me, yellow sol, etc.! For myself I do not believe that the children of the present generation are so weak-brained. When they are incapable of learning the first simple steps in music without recourse to the methods described, I believe the lack of brains is not all on their side. Marching songs, and the combination of music with gymnastics, is disastrous to a proper management of the breath, emission of pure tone, attention to time, careful regard for expression, and correct pronunciation of words or syllables. I would not discard song singing—far from it—but I would teach children to regard ir as of secondary importance. I advise at least fifteen minutes per day in the lower grades to be given to some form of elementary drill which shall be to the child a beginning in his musical education, and which he needs never to unlearn in after years. Omit the practice of music in the high school if you must, but begin and keep up systematic instruction in primary grades.—*B. Jepson.*

THE method of Mr. Holt's instruction is based upon the major scale as the unit in studying the pitch of sounds, which is made a study from the very commencement. This method is based upon the principles of the "new" education. He recognizes from the very commencement that all true education is based upon doing, not theorizing, and follows this out carefully through all his instructions. His first lesson is a drill upon the major scale as a whole, and is continued until these sounds are as familiar, in all their relations, as any of the simplest combinations in numbers. While this knowledge is being acquired, the children are made familiar with the different positions of these sounds on the staff, and are able promptly to give the correct tone in any of those places or keys. At the close of a recent lecture, presenting an elucidation of the principles upon which he has been working, he gave a beautiful illustration of his explanations with a class of nine girls brought from Boston, showing that difficulties which have been regarded as impossible, are very simple when properly approached. The exercises showed that modulations from one key to another are as easily comprehended and sung by these little girls as the most simple scale intervals. They were able with the most wonderful accuracy to move from one key to another in three-part harmony. Mr. Holt makes a careful study of tune and time separately before uniting these two elements. Measures are taught as groups of accents which are very clearly presented and named. Time language is used, which does away with the necessity of learning the fractional names of notes and rests, and makes the beating of time unnecessary. The pupils are taught to feel the rhythm by the use of this language. It will be seen at once that this wonderfully simplifies the teaching of music. It is a play with sounds, and hence the interest is kept to its highest point. The pupils are continued in practice and not subjected to a dry drill in the technicalities of the science.

WE shall make very little progress in teaching music in public schools so long as we confine ourselves to the discussion of such questions as whether or not we shall use the Fixed Do system, the Movable Do system, the Tonic Sol-fa system, or the Buckwheat-note system, or whether we shall attempt to teach music to little children as musicians have learned it through the playing of musical instruments. However we may differ upon these much discussed questions, which are of minor importance, there should be no question regarding the fundamental principles of teaching. There are mental laws underlying the growth and development of the mind, which are as fixed and immovable as the eternal hills, and when we shape our methods of teaching so as to present this subject, to the mind in accordance with these laws, the confusion in musical notations, and difference in opinion arising from our ignorance in teaching this subject will disappear. Every successful teacher will have his own ways and means of presenting his subject and holding the attention of his pupils; but no teacher is successful in the largest degree who

does not make his methods and ways conform to fixed principles in teaching. It is the practical application of the objective principle in teaching music that we need to discuss. The very name of objective teaching suggests that there must first be an object to be presented to the mind; we must have a unit of thought or real object to teach. The first problem, thorefore, will be to decide upon our *unit* in music. What is it? We have said that little children first learn to sing as they first learn to talk, by imitation, and that the unit or object of thought is the little exercise or song as a whole. Thus we present to the mind our units in music by teaching our pupils to sing these little exercises and songs beautifully, and then showing them the representation in notes. Thus we train the eye to recognize in notes the succession of sounds which has been taught to the ear. This is philosophical and sound teaching while viewing the subject from the standpoint of regarding the unit to be the exercise or song as a whole. But is not this rote singing? The tendency of such a system of instruction is to make musical imitators instead of intelligent thinkers in music, while success in teaching it must depend largely upon the skill and proficiency of the teacher as an expert in singing. If such a system of instruction be called a system of rote singing it is rightly named, notwithstanding the pupils learn to apply the syllables to the notes of the exercises and songs learned, and notwithstanding both teachers and pupils deceive themselves by supposing that they are reading music. Taught by such a system, little children will appear to the casual observer to be very proficient; they can sing their exercises and songs by rote beautifully, but when tested with a succession of sounds which they have never heard they are found to be very helpless. If the object be simply to teach children to sing beautifully on public occasions, and musical experts can be employed to teach the children, a good temporary effect may be produced, but it is an expensive luxury, and misleading, and should not pass for real education in music. When we compare the application of the objective principle in teaching music, as here stated, with the same principle as applied by the best educators in teaching language, we find this difference: In language a single word may represent a unit or object of thought, while in music a single sound means nothing, and cannot be taught by itself.—*H. E. Holt.*

THE most favorable period in the whole school life for laying a solid foundation for the intelligent rendering of music is the first three years, and here is where we must make a more sensible and intelligent beginning. We need first to appreciate the ability of the little child to learn the elements of music. This we shall never know till we learn better how to present these elements in their simplicity, in accordance with the mental laws, by which the mind acquires a knowledge of all subjects. The supposition has been that little children could not be taught to read music intelligently simply because it had not been generally and successfully accomplished. The failure has not been on account of inability on the part of the children to learn music, nor on account of the notation by which it is represented, as some would have us believe, but on account of a general ignorance in teaching this subject.—*Holt.*

UNIT OF THOUGHT.—All music has as the basis of its construction two important elements, viz., tune and time; and if we would teach it successfully we must first find the units of thought upon which these two primary ideas are based. The major scale is the unit through which we must think in training the mind in *tune*. It contains all intervals found in music except the augmented second in the minor scale. From the intervals in this series of sounds come all the combinations of sounds of which music is composed, and with these intervals we can unlock all difficulties found in the study of the pitch of sounds. When these facts are understood, and it is found that the regular teachers in our schools can train their pupils just as intelligently in sounds as they can in numbers or colors, and that these sounds can be more easily and successfully taught at an early age than either of the subjects mentioned, we shall find that music as an educational factor in our public schools has never been realized. To make available the teaching power of the regular teachers for music, they need to be shown how to apply the same intelligent methods in training the ear to sounds as *mental objects* that are used in training the eye to numbers and colors. The ordinary rote or imitative work is not real education in music. The mind gains power only through its own activities, and when the unit of thought—the major scale—has been clearly established, the pupils should be required to work out all problems in the study of intervals by singing them. The teacher should only guide the pupil in thinking and practice until he gains command of the whole subject. This is a self-educating process for both teacher and pupil. Not a question should be asked by the teacher that is not immediately preceded by the sound to which it refers, and the sounds should be so named that every character used in representing the pitch of sounds should be named by teaching and naming the sound itself before the character is given. This is a very simple matter, and when we as teachers learn how to do it the question of notation is settled, for no one would think of using any other than that of the staff after having learned to train children in this way.—*H. E. Holt.*

PRACTICE OF ACCENTS.—We must first find the unit of thought upon which time in music is based, before we can make an intelligent presentation of the idea to the mind. We find this to be the *whole* measure. But what is a measure? Dr. Lowell Mason says that "a measure is a portion of time;" but does this give us any tangible idea to present? We find a measure of music to be a group of accents, and no idea can be given through the eye. Through the senses of hearing and feeling, only, can the idea of the different forms of measure be conveyed to the mind. The various effects in rhythm or time in music come from the varying accents; and the teaching of time resolves itself into simply practice of accents. This being the case, it becomes all-important that these accents should be definitely and distinctively named. Notes give us no idea of the length of sounds, and we shall gain no knowledge of time in music by learning their fractional names and values as notes. They represent pulsations or accents, and they should not be seen by the pupils until these pulsations or accents are established in the mind. Those who have taught the fractional names of notes and rests and measured their values by set motions of the hand all their lives, will be slow to believe that this is all unnecessary, and that there is a much more effective, direct, and less complicated way of teaching this subject. A two-part measure is simply a *strong* accent followed by a weak one, and as soon as children are made to feel these regular, recurring strong and weak accents, they are prepared to sing intelligently in plain two-part measures. A three-part measure is simply one strong and two weak accents. A four-part measure consists of a strong accent followed by a weak one and another

less strong than the first, and followed by another weak one. A four-part measure is not two two-part measures united, nor a six-part measure two three-part measures. How can these various groups of accents be most clearly presented and named to the mind? We have found that our appeal to the mind must be through the senses of hearing and feeling; we can only use the eye to assist in regulating the movement. The real objects to be taught in both time and tune are mental objects, and no idea of them can be given through any picture or drawings that we can make to the eye.—*H. E. Holt.*

IT will be found necessary, in order to teach music in the best manner, to employ something for a time language which will name these ideas of accent and tone duration distinctly to the ear. In this age of progress the wise man will be very careful how he ridicules any new idea, however absurd it may seem to him, without first giving it a thorough investigation. Nothing stands so much in the way of progress as our own ignorance of the possibilities when the best methods of teaching are employed. Far be it from me to do by word or deed anything that will hinder real progress in music, and all real improvements shall have my hearty support. I make it my solemn duty to investigate carefully all systems and methods of teaching which are brought to my notice. I have always looked with distrust upon all mechanical devices (and their name is legion) invented for the purpose of explaining the mathematics of music to the eye, and all short-hand notations which do not represent the whole subject, and for which there can be no excuse except the ignorance of the teacher. My remedy for all these superfluous things is to produce better results without them. When the people understand that children are losing the most precious years of their school-life for training the eye to the full, true representation of music, and that they are spending this time in acquiring a partial representation which must be abandoned later, and that there is no excuse for this except a want of knowledge on the part of the teacher, they will insist that the teacher shall be better informed. The people have a right to demand that better results shall be obtained, and that, too, with the established notation—which is indeed the best notation because the most *graphic*, and the only one that represents the whole subject. I am frank enough to say of my former teaching, that so far as real education in music is concerned, which should give children command of their musical powers, with the same certainty of reading music intelligently at sight that they might have in reading the language, in the light of present developments it seems to me to have been a failure in comparison to what can and ought to have been accomplished, and the fault has not been either with the children or with the notation. It will be a genuine surprise to all teachers to see what can be accomplished with little children in gaining a knowledge of sounds when the scale is taken as the unit in thinking, and practice given upon it in its different positions upon the staff, the same as children are exercised in numbers and their combinations in studying their tables. This work in sounds can be done as successfully by the regular teachers as in numbers, and the time is not far distant when music in our public schools will be as successfully taught by the regular teachers as any othe branch of study.—*H. E. Holt.*

WHAT Dr. Johnson once said of devotional poetry—that it is always unsatisfactory, and that no man has written it well—has often been refuted by example since his time. In fact it was sufficiently refuted before in the sacred songs of the Hebrews, and in the grand hymn which Milton puts into the mouths of our first parents while yet in Paradise, as they stood at the door of their bower in the glory of the morning. I might instance also, as a proof of its fallacy, the magnificent hymn with which Thomson closes his poem of the Seasons—magnificent in spite of its blemishes. The "Hymn before Sunrise in the Valley of Chamouny," by Coleridge, one of the noblest poems in our language, or any other, needs only to be mentioned in order to show how great was Johnson's mistake. A great number of shorter poems designed to be sung in religious assemblies, of such decided merit as to show the perfect compatibility of poetry and worship, have been written since Johnson's time and incorporated into our collections of hymns, such as that of Cowper, beginning with "God moves in a mysterious way;" that of Sir Walter Scott, with this initial line, "When Israel, of the Lord beloved;" that of Mrs. Adams, beginning with "Nearer, my God, to thee;" the Christmas hymn of the Rev. Dr. Sears, and others, of which we might make up a list quite too long for the limits of this article. Of late the attention of a large class of readers has been turned to devotional poetry, and numerous collections have been made to satisfy the demand for it—some by authorized committees of religious denominations, and others by laymen on their own account. Some of these have had a wide circulation. I do not include the Hebrew melodies of Byron in this enumeration, since they can scarcely be called devotional. Some of Moore's sacred songs may; and these are as well done as most of his other verses. But there is Keble, who has written largely and little else than poetry of a religious character, and who, if not always fervent, is always earnest and simple, and attains a certain classic dignity. The hymns of the Wesleys are of a warmer cast, and some of them have great literary merit, although Charles Wesley often yielded to his facility in composition, and diluted his verse too freely. That his hymns were frequently thrown off in moments of devotional enthusiasm is attested by their effect upon those who hear them sung at camp-meetings, when the throng of singers seem to catch inspiration from the words of the poet. To this stock of original poetry may be added the translations which have appeared within a few years, of the fine old mediæval hymns in Latin, well deserving by their simple grandeur to be domesticated in our language.—*Wm. Cullen Bryant.*

THERE is much beauty and unaffected s
the modulation and general character of
songs and music of all nations; they sel
convey delight to persons of all classes, a
influenced by early or local associations;
and tunes are usually well adapted to
whether it be in strains of tender passion
sentiment, or of comic humor and rust
Attempts have been made to ascertain tl
Scottish national music, but the subject
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not find much existing historical evid
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tunes anywhere; even in Scotland there i
older date than the fifteenth century, and
music of all nations, beyond that time, w

been able to trace by uncertain traditions or conjectures, except in comparatively a few instances. Knox's Liturgy and Psalms show a date of 1565; Wood's manuscripts bear the date of 1566; and the Skene manuscripts were probably written out between the years 1615 and 1620, and left by the last descendants of the family to the Faculty of Advocates in Edinburgh, and this manuscript is now considered very ancient.—*Moore.*

MUCH attention is given in most schools to singing, —a healthful and enjoyable exercise. But there is not a single principle in physical or vocal training as applied to reading that is not equally applicable to singing. Reading and singing are two similar forms of vocal expression, requiring the use of the same vocal organs, and consequently the same process of development. Great injury is often done to children by allowing or requiring them to sing as loudly as possible, while no attention is paid to the position of the body or the manner in which the tone is produced. Sitting incorrectly,—spine curved, chest sunken, head bent,—produces a cramping of all the muscles most necessary for the work. The pupil struggles to make up for this loss of power by increased effort with the throat. The result is not only a rasping and straining of this delicate organ, but great physical fatigue, and hard, screaming tones, anything but musical. One can easily judge of the effect of such "singing" continued daily, or even weekly. If attention to the necessary physical requirements in reading and singing cannot, for want of time, be given to both branches, let it be wholly bestowed upon the singing. A pupil who may read but half a minute at a time, sometimes sings for a half or a whole hour without many intervals of rest. Moreover, the injury done to the voice in faulty singing is far greater than can possibly be done in reading. Proper management of the breath; proper production of tone; clearness, force, pitch, and flexibility of tone, can as profitably be taught in connection with the musical scale as with vowel sounds or words; and all musical training, in whatever form, is of great value in teaching reading.—*Le Row.*

THE CHAUTAUQUA TEACHERS' READING UNION.

: "Chautauqua Teachers' Reading nion" is an extension of the Retreat ıe home circle for professional reading udy during the entire year. It is the e of the C. L. S. C. adapted to the hool teacher, and applied to his work. lan of the Reading Union for secular rs was discussed, and preliminary taken, in 1879, for organization at ıuqua. In December, 1885, the plan vived, and the Board of Managers of ıautauqua University, at their annual g in Erie, Pa., considered the impor- of the foundation of this new depart- n the university course. After a full ion of the value and necessity of a pment of the university in the direc- supplying the wants of teachers and ates for teaching throughout the country with professional reading, it was voted unanimously to organize the plan under the title, "The Chautauqua Teachers' Reading Union;" and, on recommendation, Hon. Thomas W. Bicknell, of Boston, was elected President of the new department.

The following letter from Dr. W. T. Harris, of Concord, Mass., will be heartily appreciated:

My Dear Dr. Vincent: I believe heartily that the time is just at this moment ripe for you to extend your department of secular education of teachers over the country. With your facilities for giving diplomas for work done, and for keeping up professional reading by your ingenious device of "Seals," your movement will cooperate with all the State movements, and offer special advantages to every individual teacher ambitious to elevate himself in your profession. I am heart and soul in favor of your movement.

Sincerely yours, W. T. HARRIS.

The objects of the C. T. R. U. are to promote the training, and to secure the highest culture of the American teacher in the home and in the school. There is to be full coöperation with State reading and other educational circles, by providing several regular courses of reading and study, with practical helps and counsels to its members, under the direction of councilors from the several States, as follows:

Rev. J. H. Vincent, D. D., Chancellor; Thomas W. Bicknell, President; Hon. John Eaton, LL. D., Hon. John W. Dickinson, G. Stanley Hall, Ph. D., Hon. W. T. Harris, LL. D., Daniel B. Hagar, Ph. D., J. H. Hoose, Ph. D., Gen. Thomas J. Morgan, D. D., Clara Conway, F. Louis Soldan, LL. D., Rev. Edward Everett Hale, N. A. Calkins, LL. D., Rose E. Cleveland, Hon. E. E. White, LL. D., John Baldwin, Ph. D., J. W. Stearns, Ph. D., Julia E. Bulkley, Plainfield, N. J., E. J. James, Ph. D., James MacAlister, Ph. D., W. N. Hailman, Ph. D., and others.

COURSE OF READING.

The following important and necessary subjects will be embraced in the regular three years' course: Principles of Education, Methods of Teaching, Biography and History of Education, School Economics, Kindergarten and Primary Work, Psychology, General History, Political Economy, School Supervision. Three subjects are assigned for each year's reading, with the most approved text-books and supplementary helps furnished to members of the C. T. R. U. at greatly reduced prices, and may be easily accomplished in connection with teaching work.

Class of 1886–89.

1. Principles of Education, one book.
2. Methods of Teaching, one book.

3. General History, one book.

4. Socratic League Leaflets, on Practical Topics for Teachers, which will be furnished the members from time to time without added cost.

CERTIFICATES, DIPLOMAS, MEMBERSHIP, ETC.

A Certificate of the C. T. R. U., signed by the Chancellor and the President, will be given to each student who shall fill out the required memoranda relating to the first year's reading. This certificate will become a diploma, by the addition of two Socratic League Seals, which will be given for the completion of the second and third years' readings.

Members taking written examinations on the several courses will receive special recognition by affixing the Gold Seals of the Chautauqua University.

THE SOCRATIC LEAGUE.

All members are introduced in the Socratic League—the name under which the circles are organized. Councilors in the several States will advise as to the formation of State, county, city, town, and district circles. The list includes many of the most prominent men in the country.

G. Stanley Hall, Dr. E. E. White, General Eaton, Dr. Soldan, Miss Rose Cleveland, Dr. Hancock, President Calkins, Edward Everett Hale, Clara Conway, Professor James, Prof. W. H. Payne, President Baldwin, Dr. Stearns, President Rounds, Dr. Allen, and a long list of other prominent men, indorse the movement most heartily. *N. E. Journal of Education.*

TEACHING ENGLISH GRAMMAR.

BY EZER LAMBORN.

IT is sometimes said that familiarity with good conversation and the works of standard writers, is sufficient for the teaching of the use of correct language—that it is better than the rules of English Grammar.

Let us examine this question. When so many "good" speakers and "good" writers use such language as—"to feel *badly*, *uncomfortably* and *coldly*;" "the flowers smell *sweetly*, and look *splendidly*;" "she arrived *safely*;" "she looks *cheerfully*;" and we might as well say "the clouds look blackly, and the cloth feels smoothly,"—how is the pupil to learn the distinction between adjectives and adverbs?

Does the word *badly* express the state, the condition or the quality of a noun? Not at all. The person feels *bad*, (is bad,) or, if he is not bad, if his feelings are not bad, he should use another word, as unhappy, uncomfortable, wretched. *Badly* is incorrect in either sense. Does *safely* express the state or condition of the person when she arrives, or her manner of arriving?

"He feels badly," and "she arrives safely," are examples of "false syntax" in Goold Brown's large work on English Grammar; and he calls them gross errors. These, and hundreds of other errors used in fashionable society, and in favor with popular writers, are neither in accordance with the rules of syntax, nor with "good, general, reputable usage," which, says Goold Brown, sanctions a violation of its rules. Not one of the errors herein mentioned, is in accordance with such usage, nor is one of them sanctioned by any standard work on English Grammar. Here are a few more examples of the many errors in fashionable society, books and magazines, not one of which is sanctioned by any standard work on English Grammar. "Let John and *I* go for water;" "He invited my brother and *I* to visit his garden;" "I gave the book to my cousin, *he* whom you saw here yesterday;" "Come, John, this is not a suitable place for you and *I*." These are not errors of the street, as—"John and *me* are going to the show;" but errors of the apparently learned and refined.

Now, the question is this: How is the pupil to know when to use the objective *me*, and when to use the nominative *I*, without a knowledge of the rules by which they are governed? How is he to know that "*Whom* do men say that I am?" "Who made the noise? Me."—"Whom did he strike? *I*."—"He is taller than *me*," are incorrect sentences? And they are used by Horace Greeley, Richard Grant White, T. S. Arthur, and King James' translators of the Bible—a book of the purest English. How is he to know when to use "If he *be* good," and "If he *is* good." "If he *were*," and "If he *was*," for they are used indiscriminately by popular writers, without regard to rule or system?

The verb *lay* is often used for *lie*, and *laid* for *lain*. The conjunctions *if*, *though* and *whether* are used indiscriminately by writers generally; and this usage is sanctioned by Webster's Dictionary. So are the words *each* and *either;* although I have not seen a standard work on Grammar that sanctions this usage. A person acquainted with the rules of English Grammar, knows when and how to use them in accordance with this usage, better than one who is not

thus familiar with the grammar, although we have known some grammarians habitually to violate their own rules. Charles Sumner once said that he wished to know *if* his speech was reported correctly. Walter Scott says:

> "He'll right such wrongs wherever given,
> *If* they were in the court of heaven."

I think that any person familiar with the rules of English Grammar, knows that the following sentences, used by popular writers, are violations of its standard rules: "The book *lays* upon the shelf;" "I shall go *directly* he comes from dinner;" "I call upon every order of men in the State—*they* who govern and *they* who toil—to rise up against this tremendous evil." "*They* who oppress the poor, to increase their riches, shall God destroy."

We might continue to multiply examples from popular writers and speakers, examples that sound, to an ungrammatical ear, less harsh than language that is really correct.

I do not say that all the minor points of grammar are necessary to the teaching of a correct use of our language to children, such as whether *to be* and other words which denote simply *being*, *existence* or a *state of being*, are "*neuter verbs*," copulas, or merely intransitive verbs, or whether there is such a thing as a neuter verb. All such words require a subject and an attribute and the same case after them as before them, by whatever name they may be called.

"Is there a common or a neuter gender?" asks the critic. We know that the noun *person* represents both the masculine and feminine genders, and that there is no pronoun in our language which stands for this noun, and that a pronoun of the masculine gender is generally used. Whether the nouns *house* and *barn* have any gender at all, is a question of no use whatever in the obtaining of a practical knowledge of the English language. Every child knows that his *book* has truly no sex or gender.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JULY, 1886.

E. E. HIGBEE. - - - - J. P. McCASKEY.

'Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE sixth annual reunion of the Soldiers' Orphan Sixteeners will be held in Philadelphia, August 17th to 26th. Mr. C. Day Rudy, of Harrisburg, is chairman of the Executive Committee. An interesting programme has been arranged for each day, including an excursion to Atlantic City. There are several hundred members of the association, all of whom lost their fathers in the war.

THE election of Dr. E. E. White to the Superintendency of the Cincinnati schools, to succeed Dr. John B. Peaslee, insures a continuance of wise school management in the Queen City of the West. The retiring officer is a man of wide reputation, only second to that of his successor. Dr. White has come through all the grades of educational work—the district school, high school, the college, and has also been Superintendent of public schools of Columbus and Cleveland, and of the State of Ohio itself. His residence has for some years been at Walnut Hills, Cincinnati.

TOPEKA stands, at this writing, a synonym for the National Educational Association. The great meeting to be held there from July 9th to July 16th, will attract thousands of teachers and others from all points of the compass within a radius of a thousand miles or more. Pennsylvania should be well represented.

WE heartily indorse the following, from the West Chester *News:* "That was the proper thing to do—the electing of Dr. Rothrock to the Presidency of the Pennsylvania Forestry Association, at the meeting held in Philadelphia on Thursday. The Doctor has done more work in this cause than any man in this State, and his knowledge of the same is equal to that of any other in the country."

THE story that Supt. MacAlister of Philadelphia, was to become "the successor of Commissioner Eaton at Washington, turns out" says the Philadelphia *Ledger*, "to be without foundation. Prof. MacAlister is doing a good work here, and has his heart in it so thoroughly that he would not be

likely to abandon it, even if it had not been made very pleasant to him by the generous support of the Board of Education and the principals and teachers throughout the city. He distinctly disclaims any intention or thought of leaving the city where he has found such congenial occupation and friendly help."

THE proceedings of the Allentown meeting of the State Teachers' Association, reported as heretofore for many years by Mr. J. D. Pyott, will appear, as usual, in our issue for September.

THE Deputy Minister of Education in the province of Ontario, Dr. J. George Hodgins, has published a pamphlet of some hundred and fifty pages entitled "Hints and Suggestions on School Architecture and Hygiene," with plans and illustrations of great value to all who propose building school-houses of any size or cost. It treats of the selection of school sites, school grounds, and outbuildings; water supplies, construction laboratories; play-grounds; trees, shrubs, flowers; fences, vestibules, wardrobes, heating, ventilating, fire-escapes, windows, seats, desks, decorations, and other things, with seventy-five plans and illustrations. It is a very valuable publication.

THE attention of the reader is called to the advertisement for a Rector of Franklin and Marshall Academy. Particulars may be had by addressing Dr. J. P. Wickersham.

THE superintendent of the Elmira Reformatory says that drunkenness can be traced in the ancestry of more than a third of the convicts sent there; that only one in four of their parents has received a common school education, and that, as nearly as can be ascertained, the home influence in half the cases has been distinctly vicious.

FIFTEEN States now have laws for Temperance teaching in all public schools. Washington Territory has just passed the strongest bill of all for scientific temperance instruction. Noah Porter, President of Yale College, says: "I have no doubt that the State, in its public schools, ought to give instruction in respect to those duties and moral relations which are generally acknowledged to be essential to the welfare of the commonwealth. A knowledge of the duty of Temperance, and the sin and evil of Intemperance, are both recognized as essential to this welfare. It follows that the state has the right, and is under the obligation, to give such instruction as may thus promise to be useful and effective for good."

MISS BELLE THOMAS, of Col. Parker's Cook County Normal School, who was an instructor at several of our County Institutes last year, will have charge of the Model School Department at the Saratoga School of Methods, from July 13th to August 16th.

THEY had one graduate at the Vincennes, Indiana, high school this year. As she happened to be a colored girl, the rest of the class refused to receive their diplomas along with her. She graduated, and they did not. The matter attracted much attention, and the exercises of the day were attended by a very large audience. The education of her classmates has been deficient if they cannot recognize that a colored pupil who wins honors under serious disadvantages is really entitled to their hearty sympathy and respect.

SIXTY years ago a drop of aluminum was produced in a German laboratory, after a research of fifty years with the best appliances of the time, and twenty years more were necessary to produce a larger bead. Then in ten years more the metal was on the market at $32 per pound. Since then chemistry has been struggling with the task, and by its constant efforts the price has dropped to $15 for a pound, and now a new discoverer tells that it can be put upon the market at $4 to the pound. We know the metal well, and the chemist has tried it in his laboratory; he has hammered and drawn and melted and hardened, until every quality is known; but still the price must make it rare. It costs one-eighth the price of thirty years ago, and still it is 400 times the cost of iron. So it matters little that it stands third in quantity of all the substances of which the earth is formed, that it is about us in every bed of clay or shale, and that nearly every rock is but an ore bed with wondrous possibilities; so long as nature holds the secret key by which it can be unlocked and freed from the combinations in which we find it, it cannot take the place of iron. That this may come in time is not beyond the range of what can be regarded as a possibility, but it must come by slow and labored steps; meanwhile our iron will hold its own and be used as heretofore, while aluminum must be a laboratory metal for a while, and have occasional application in the more expensive implements of science.

DR. NEVIN.

IN the recent death of Dr. J. W. Nevin, at his home at Caernarvon Place, near Lancaster, at the advanced age of eighty years, the world of scholarship and ripe Christian thought has lost a noble citizen. Though not the best known to its educators, he was the greatest teacher of his time in Pennsylvania. He was unequalled in his power over the minds of his pupils, inspiring in them such a reverence for truth, and such an humble attitude to receive it, as to free many from all self-conceit, and put them on the way of earnest search and prayer.

While gifted himself with intellectual powers only granted to a chosen few, yet in his humility he urged his pupils to yield their minds to *truth* as something broader and more glorious than aught that he or the most learned had attained; and guarded them most zealously from the abomination of *intellectual slavery*.

In no scholar of our acquaintance have we seen the language of our Saviour more fully verified, "Judge not according to the appearance, but judge righteous judgment." And in no educator of the present age have we seen such a reverent acknowledgment of the aim of all thought-life, as given by the greatest teacher of man, "*To this end was I born, and for this cause came I into the world, that I should bear witness unto the truth.*"

FLOWERS FOR THE BRAVE.

THE beautiful custom of decorating the graves of the soldiers should have its lesson for the schools. Decoration day committees can secure an ample supply of bouquets, if they will remember next year to adopt the excellent plan of the Grand Army Posts at Lancaster. Hitherto these Posts have requested donations of flowers from the citizens at large, but this year it was suggested that all the schools of the city be enlisted in the good work of providing them. Representatives of the Post committees visited the various schools some days before the flowers were wanted, and spoke of the propriety of the children's doing what they could to furnish them.

The boys and girls were at once interested. The bouquets were brought to the schools on the afternoon preceding Decoration Day. As instructed by the committees, each bouquet was made up around a short, sharp stick, projecting three or four inches downward, which, pushed into the ground at the grave, retained the flowers in position.

Probably two thousand bouquets were obtained. The entire city was laid under contribution for flowers, and in the most effective way possible. The children—each boy or girl—had done something or had decided that he or she could do nothing for the observance of the day—and thus had come into *personal* contact with the thought of gratitude due, and honor paid, to the patriotic dead.

The teachers called the attention of their schools to the meaning of the day, under circumstances most favorable to producing a lasting impression. The story of the war was retold; the meaning of the great struggle taught as the lesson of the hour; and in every way the result was profitable.

"What we would have in the community we must put into the schools."

NOTES FOR HISTORY CLASS—IV.

IT is almost exactly three centuries since the first of the English settlers landed upon the coast of America. In the latter part of June, 1585, a company of one hundred and one persons, sent over from England by Sir Walter Raleigh, under the charge of Ralph Lane, was disembarked upon Roanoke Island. Although this first experiment in English colonization proved a failure, ending in disaster and mystery, it was the beginning of a series of similar enterprises that were eventually to secure for an English-speaking population almost the entire continent of North America.

Let us go back, in imagination, across this period of three centuries, within which is embraced the whole history of the United States, and take a look at the nation that is is destined to accomplish this great work.

England is about equal in extent of territory to the state of New York, or, if we include Wales, to the states of New York and New Jersey. Its population in 1585 was probably not far from five millions—hardly more than the present population of the city of London. London itself, exclusive of Westminster and the distant parishes, was a city of about the size of Pittsburgh at the present time, containing some hundred and sixty thousand inhabitants. Scotland did not as yet form a part of the British kingdom. Ireland, although nominally subject to England, was held by a very uncertain tenure; three-quarters of a century must elapse before the spirit of revolt manifested by its petty kings is effectually crushed by Oliver Cromwell. Queen Elizabeth has

been upon the throne of England for twenty-seven years; but she is not yet secure in her possession of it. In the eyes of the Catholic nations of Europe, there is a grave defect in her title. She is the daughter of Henry VIII. and Anne Boleyn; and the marriage of Henry with Anne Boleyn was never sanctioned by the Pope. Three-fourths of her own people are Catholics, and among these are several powerful noblemen who look upon Mary Stuart, Queen of Scotland, the grand-niece of Henry VIII., as the lawful heir to the English crown.

The reign of Elizabeth has been disturbed by plots and intrigues among her Catholic subjects, several of whom have paid the price of treason upon Tower Hill, and by threatened hostilities with France and Spain. France is now, however, weakened by civil war, and the Duke of Alençon has for some years been cajoled by the allurement of a possible marriage with the English queen. But the hostility of Philip II., King of Spain, who has never ceased to lament the loss of England through the death of Mary, is assuming a portentous aspect. Three years hence the long-threatening and dreaded Armada will make its descent upon England, and even the most sanguine Englishman can hardly hope for so terrible a discomfiture as awaits it. Mary Stuart, in whose behalf these preparations are ostensibly made, has been for seventeen years a prisoner of state in England, and is now confined in Fotheringay castle. Her English and foreign adherents, despite their failure thus far, have never given up the hope of placing her upon the throne of England, and thus restoring the country to the Church of Rome. Even now a plot is on foot—the last—which is destined to be discovered and to involve as a victim, whether justly or unjustly, the royal prisoner herself. Within two years from this time Elizabeth will sign the death-warrant of Mary Stuart.

This is the political situation in England in 1585. Of that splendid literature which rendered illustrious the closing years of the reign of Elizabeth, there is as yet hardly a promise. Spenser has, indeed, written the first portion of the Færie Queen; but five years must elapse before its publication and the presentation of its author at court by Sir Walter Raleigh. Francis Bacon is a young man of twenty-four, with political aspirations, and is vainly soliciting his Uncle Cecil for a place in the government. Shakespeare is as yet an obscure actor, if, indeed, he has come up to London. Fletcher and Ben Jonson are mere lads.

The celebrities of England at this time, those men in whom posterity is the most interested, are men cast on a rougher mould than these—the founders of that naval supremacy to which England owes to-day the possession of dominions in all the four quarters of the globe. The young readers of American history can hardly fail to note that, for the first half century after the discovery of America, we find no mention of English navigators. John Cabot, to whom belongs the honor of discovering the mainland of America, although sailing in an English ship, was himself an Italian. At most we hear of a few English fishermen who have accompanied the hardy Normans across the Atlantic to the banks of Newfoundland. Through the first half of the sixteenth century England possessed, in fact, but few vessels except those engaged in the fisheries. Her carrying trade was almost entirely in the hands of the Flemings and the merchants of the Hanseatic League, There is, indeed, a curious instance on record of the light in which naval enterprises were regarded in England so late as the reign of Henry VII. In the Cottonian library is preserved a letter from this king to the Pope, excusing himself from sending aid against the Turks, from which the following is an extract: "The galleys coming from Venice to England be commonly seven months sailing, and sometimes more . . . and great difficulty to find mariners able to take the rule and governance of the said ships sailing into so jeopardous and far parts." Henry VIII., by a special effort, having employed Italian ship-carpenters, succeeded in establishing what was considered in those times a "puissant" navy, consisting at the close of his reign of seventy vessels, of which thirty were ships of burden averaging 350 tons. The rest were small barques and row barges of from 80 tons down to 15 tons, which served for rivers and for landing men. In the two succeeding reigns the navy was allowed to decline, and when Elizabeth ascended the throne, in 1558, the marine of England, both naval and mereantile, was in a very depressed state.

By the middle of the reign of Elizabeth, however, England was fairly embarked in that career of nautical enterprise which soon brought her to the position—which she has since maintained with scarcely an interval—of the foremost naval power in the world. This bent in the direction of her energies is due in a measure to the increase of commerce given to London by the transference to it of the trade of Antwerp, during the political troubles in the Netherlands; but it is attributable in even a larger measure to the

temptation afforded by the immense amounts of treasure in those times transported over the seas in Spanish vessels. The earliest naval heroes of England were—not to multiply distinctions—what in these times would be called pirates. Spain and England were professedly at peace. But the Spanish Papists and the English heretics hated one another with a hatred that was all the more cordial because of their strained political relations, and there were no troublesome international laws to restrain an English sea-captain from making a prize of a richly-laden Spanish galleon, provided he were able to do so, or even from descending upon an unprotected Spanish colony. If convenient, some show of legality was thrown about such enterprises by an enlistment in the service of the Netherlands, which were then at war with Spain; but if this resource were not available, the adventurer risked very little in carrying on his trade upon his own account. Philip stormed and threatened and made reprisals, and Elizabeth, to preserve the peace, expostulated with her offending subjects, and even apologized to Philip, but no effective measures were ever taken to suppress the evil.

Of this class—that is, of those who confined their depredations to Spanish commerce—the most distinguished were Sir John Hawkins and Sir Francis Drake, both of whom had earned their knighthood by exploits against the Spaniards, while Spain and England were still at peace. Hawkins is better known, perhaps, as a daring slave-trader than for his deeds of private warfare, which, indeed, were performed in retaliation for injuries inflicted upon him while pursuing his regular avocation. But even in this he had openly defied the power of the Spanish king, having forced his cargoes of blacks upon the Spanish American colonies at the muzzle of his guns, and in spite of Philip's prohibition. It is a curious indication of the light in which this trade was then viewed that Elizabeth herself was pecuniarily interested, it is said, in at least one of these ventures.

On the 3d of November, 1580, the ship "Golden Hind," Master Francis Drake in command, anchored in the harbor of Plymouth. The arrival of this ship had been anxiously expected, and was the occasion of rejoicing at the English Court. Small as it was, registering but 120 tons, it had performed in the space of about two years and ten months the entire circumnavigation of the globe, being the second ship to perform this exploit, the ship "Victoria," of Magellan, having been the first. A few weeks later Francis Drake was knighted by Elizabeth upon the deck of this vessel.

This nautical exploit, glorious as it was, was, however, not the only nor perhaps the chief reason for the honor conferred upon Drake. His voyage had been something more than a mere voyage of discovery, such as those which Martin Frobisher had recently made into the frozen regions of the north. The fact that the expedition was under the especial patronage of Elizabeth and the Earl of Leicester, who had furnished the chief portion of the funds for fitting it out, does not alter its character. Drake had been in search of Spanish gold and silver, and his search had been eminently successful. Sailing from Plymouth in December, 1577, with five vessels, he had directed his course to the Strait of Magellan; but upon passing through this strait and entering the Pacific he had found himself, owing to various mishaps, without companion vessels. With his one ship, the "Pelican" or the "Golden Hind"—for both names are given—he ran up the coast of South America, attacking, as he went, the unprotected Spanish towns and treasure ships, until in the course of a few weeks he had garnered an enormous harvest of gold and silver, to the value of a million and a half of ducats, equivalent in modern money, if we make allowance for the depreciation in the value of the precious metals, to about twenty millions of dollars. Drake knew well that the cruisers of Philip would be set to watch for his return through the Strait of Magellan. He accordingly continued his course northward with his booty, in the hope of finding a northern passage around the continent of America. Failing in this, he spent the winter of 1579–80, probably in what is now the Bay of San Francisco, and in the spring boldly launched out into the Pacific and returned to England around the Cape of Good Hope. At the time of which we are writing, Drake's ship was one of the notable objects visited by sightseers in England, having been laid up by order of the Queen in the dock-yard at Deptford, where it remained, a memorial of English naval enterprise, for nearly a century.

The treasure brought home by Drake was made the subject of an angry correspondence between Philip, through his ambassador, and Elizabeth; but none of it was given up. Fifty thousand or more ducats were awarded Drake as his share of the plunder; the rest was deposited in the Queen's treasury.

Another eminent Englishman of this period, in whom we as Americans are especially interested, was Sir Walter Raleigh, a polished courtier and a man of literary

tastes, but chiefly illustrious for his scheme of colonization, which he had received as a bequest from his half-brother, Sir Humphrey Gilbert. The views of Raleigh were far-sighted and patriotic. His project was not merely a commercial speculation, aiming at immediate profit. But he purposed to secure for England a foot-hold in North America which would counterpoise the Spanish domination of the southern continent. To the efforts of this man is no doubt largely due that agitation of the subject of American colonization which led in the beginning of the next reign to the formation of the Plymouth and the London Companies, and the establishment of English subjects on the American soil.

ITEMS FROM REPORTS.

CAMERON—Supt. Pearsall: In Driftwood a new school-house has been decided on. The old building and grounds have been exchanged for new grounds. A substantial four-room frame building will be erected during the season.

CLARION—Supt. McNutt: The Teachers' Association met in Clarion during this month. The attendance was larger than usual, and the interest shown was very encouraging. The following topics were earnestly discussed: The interior of the earth not a molten mass; solar system; school government; grammar; arithmetic; historical association, and others. The academies and several select schools in session at present are doing excellent work.

CLEARFIELD—Supt. Savage: The Leonard graded school building was heated with steam during the past winter, and is thus made entirely comfortable. The Board is considering a new system of grading, which will require an assistant in the high school. During this month we visited two of our county Normals, viz., Normal and Classical School, Clearfield, and the Curwensville Normal. The former under Prof. B, C. Youngman, assisted by Miss Sadie M. Gallaher, is attended by more than one hundred students, many of them teachers. This school is conducted on the Normal plan, having a model school attached, which is under professional instructions. More than four hundred students are in attendance at the several Normal schools of the county.

CENTRE.—Supt. Wolf: At the closing exercises of the Bellefonte high school, six young men were awarded diplomas, having creditably passed the examinations. D. F. Fortney, Esq., president of the Board, made the presentation address. Dr. Higbee was present and delivered an address.

DAUPHIN.—Supt. McNeal: The Wiconisco schools closed a successful term, April 23d. The blackboards in the rooms were covered with beautiful drawings executed by the pupils, whose work well merited the praise bestowed upon it by patrons and others who visited the schools during the day. The last meeting of the Institute was held in the M. E. Church during the afternoon and evening. The exercises in the afternoon consisted of class-drills, recitations, essays, music, etc. The programme in the evening consisted of recitations, declamations, an address by Dr. B. F. Shaub, principal of Millersville State Normal School, and several pieces of choice music very finely rendered by the M. E. choir, under the leadership of Dr. E. Lane Schofield. The general library, belonging to the late R. L. Muench, Esq., of Harrisburg, containing about 800 volumes, has been purchased by the Wiconisco school board and opened to the public. By private subscriptions, and through the entertainment at the close of the term, a sufficient amount was raised to pay for the library and leave a balance of about $300, which will be applied to the purchasing of additional books.

INDIANA—Supt. Cochran: During this month the schools of Blairsville, West Indiana, and Indiana closed. Blairsville has one of the finest school buildings in the State, seven schools, with Prof. Geo. W. Inniss at the head, having an enrollment of over four hundred pupils. West Indiana has four schools, Prof. A. M. Hammers, principal, and had an enrollment during the past year of over two hundred and forty. Six years ago Prof. J. H. Young, professor of languages in the State Normal School at this place, was chosen principal of the Indiana schools. After his election he, with the assistance of an able committee of directors and teachers, thoroughly revised the course of study, and re-arranged the schools. A new course of study was adopted, equal to that laid down in our Normal schools, upon the completion of which the students are granted diplomas, The primary and intermediate departments were divided into eight grades, and placed in the care of four teachers, four of the divisions reciting in the forenoon, and four in the afternoon. The graduating class this year numbers seven, all of whom passed a most creditable examination. We believe that the graded schools of Indiana county will compare favorably with those of sister counties in Western Pennsylvania.

JUNIATA.—Supt. Auman: I attended and participated in the annual examination of the Soldiers' Orphan School at McAllisterville, May 21st. Permit me to say that the attention and prompt answers given by the children during the day are sufficient evidence to warrant me in thinking that they are as thoroughly taught in the Orphan Schools as elsewhere.

LEHIGH.—Supt. Knauss: Private schools are in successful operation in all parts of the county. Nine of these have Normal classes connected with the course of study, with a membership of about fifty young persons who have teaching in view. These classes are conducted by some of our best teachers. Lynn township takes the lead in these schools; it has five schools in operation, employing seven teachers, with an enrollment of 183 students.

LYCOMING.—Supt. Lose: On May 7th, the Jersey Shore schools closed with half-day exercises. Mr. J. W. Moyer, the principal, has so

managed the schools that they have had seven months of very profitable work. He arranged a graded course of study, requiring twelve years to complete, promotions being made by means of examinations at the end of each year. The examination, this year, lasted three days. The people of the town are very well pleased with their schools. The building is very complete. Good water is brought into each room. A Smead-Rutan furnishes heat and ventilation, and the whole building is lighted with gas. Six rooms are seated with the best Elmira furniture, while the chapel, a large room on the second floor, is furnished with chairs. The grounds are now being graded and sown with grass seed. Jersey Shore may well feel proud of her building and schools.

McKEAN.—Supt. Campbell: Examinations of applicants for county diplomas were held, and thirty-three out of fifty-six passed successfully. Chester City and Rixford had appropriate closing exercises with the presentation of diplomas; Smethport is soon to have the same. The effect of the graded course and issuing diplomas, is already seen upon the schools of the county. Pupils are looking ahead to the time when they can pass the examination and receive a diploma.

MONTGOMERY.—Supt. Hoffecker: Held an examination of pupils at Hatboro, May 28th. The class, consisting of two boys and two girls, passed an excellent examination. Commencement exercises will be held June 19th. Beautiful lithograph diplomas have been secured by the school board and they will be awarded to the class.

MONTOUR.—Supt. Ream: The Danville schools closed May 25th. The High School commencement was held in the Opera House, which was packed, many being compelled to stand. The classes numbered fourteen,—twelve ladies and two gentlemen. Quite a number of subscription schools are open throughout the county. The directors of West Hemlock have decided to build a new school house, and have purchased the ground for the purpose. A circular of instructions was issued to directors throughout the county, advising them how to make their annual settlements. This was considered necessary, owing to many irregularities in some of the settlements returned. Mr. Thomas Beaver, of Danville, purchased a lot of ground for $4000, whereon he will have erected a public library building. The foundation walls are well under way, and it is expected the corner-stone will be laid on July 4th. The building will be 48 feet front and 78 feet deep, two stories high, with attic and basement. The walls will be of light blue stone, laid up in broken range, with the trimmings dressed fine and relieved with Scotch granite. The first floor will contain a ladies' and gentlemen's reading room and a librarian's room, besides the library room with a capacity of 15,000 volumes. The second floor will contain a ladies' and gentlemen's consulting room, a ladies' art room, and a committee room. The cost of this building has been estimated at $50,000, and it will be maintained by an endowment of about $25,000. The library and building will be placed in the hands of a board of trustees, to be composed of representatives of the several churches in the town. Adjoining this will be erected a Y. M. C. A. building, thoroughly equipped, with bath rooms, gymnasium, parlor, lecture room, etc. It is estimated that the total cost of ground, buildings, endowment, etc., will amount to about $100,000. C. S. Wetzel of Danville is the architect.

NORTHUMBERLAND—Supt. Wolverton: The Directors' Association convened at Shamokin on May 6th. By the perseverance and prudence of Coal Township school board, an excellent programme was arranged and carried out. Hon. Henry Houck delivered an earnest lecture to a large audience in the Opera House. He always says good things for the edification of the people. Clerical friends of Shamokin did much to assist this movement, and enjoy the thanks of all concerned. These meetings are designed to unify effort in county work, and have much influence for good.

PERRY—Supt. Aumiller: The following extract is taken from the Superintendent's printed circular upon the subject of teachers' examinations: "Applicants must be examined in the districts in which they intend to teach. Private examinations will not be accorded, neither will a "special examination" be held, unless the number of valid certificates granted at the close of the examinations be less than the number of schools to be filled. Certificates will not be granted to applicants who have not studied the Science of Teaching. The popular idea, and I may say fallacy, of "brightening up" or preparing for a short time preceding the examination, is not usually attended with good results. Real attainment, such as is acquired by constant study and careful observation, will answer the demands of examination and school-room far better than the facts that have been gathered by a spasmodic effort, made with a view of anticipating the examination. It is my object to fully sustain the standard of former years. This is my most effective means of advancing the educational interests of the county, for good teachers mean good schools. The progressive teacher need not fear, but persons who are conscious of their own weakness should not be applicants. The Pennsylvania School Law urges attendance on the part of Directors. All friends of education are invited.

UNION—Supt. Johnson: The school year that has just closed has been one of substantial progress. Not only have the patrons of the schools shown their interest and gratitude toward those in authority, but in numerous instances have the pupils surprised their teachers with beautiful and valuable presents, accompanied with appropriate addresses. Several of our young men and ladies are in attendance at Normal and other schools, in order to prepare themselves more fully for the great work of teaching. There are hopeful indications; and, with a healthy and growing public sentiment back of them, we need have no fears as to the hold our free school system has upon the minds and affections of the people.

VENANGO—Supt. Lord: Carnberry township has formed a new district, making the nineteenth. It has now more schools than any other in the county outside the cities. A house will be built in this district during the summer. Jackson and Canal will also each build a new house in time for the winter term. Victory will furnish the new house at Springville with patent furniture. New apparatus in the way of maps, charts and books, has been supplied in a number of other districts.

WAYNE—Supt. Kennedy: Commencement exercises have been held this month at Hawley and at Pleasant Mount. Prof. E. H. Pottsford, principal of Hawley graded schools, has accepted an appointment as principal of schools at Williamstown, Mass. His services will be greatly missed at Hawley and in the county.

HAZEL TWP.—Supt. Williams: Our schools have just closed a successful term of nine months. Directors and citizens seem to be pleased with the progress made. A select school for teachers will be opened at West Hazleton, to continue until the annual examination in the latter part of June.

ASHLAND—Supt. Michener: Our schools closed with appropriate exercises June 2d. Six pupils were graduated from the High School. About 700 persons attended the commencement.

BEAVER FALLS—Supt. Knight: The commencement exercises of the High School were held during this month. The house was crowded, many being unable to gain admittance. The class numbered fifteen. Everything passed off with the highest degree of satisfaction. Twenty-seven pupils were admitted to the High School at the close of the exercises.

CHAMBERSBURG—Supt. Hockenberry: A very thorough oral and written examination was held in all the schools, by the Superintendent and a committee of directors, with very satisfactory results. A great improvement is seen to have been made during the year. A class of nine graduated from the High School. The house was crowded with an appreciative audience. We have had a year of gratifying progress.

JOHNSTOWN—Supt. Johnston: During the past month, 68 fine Norway maples were planted by our school authorities. There are now trees in front of every school property in the city.

LOCK HAVEN—Supt. Robb: On the 20th of May, our schools closed a most successful term. The eleventh annual commencement was held in the opera house. In order to reduce the crowd, we charged a small admission fee, for the benefit of the library fund. The plan, we think, is a very good one.

WILLIAMSPORT—Supt. Transeau: The annual commencement of the High School was held May 20th. The house was thronged. The class graduating numbered twenty-three. The exercises were good. The address was delivered by Rev. S. E. Webster, D. D. At the organization of the new Board, J. Emery, esq., was elected President. He has been connected with the public schools as a member of the Board for more than fifty years. Our schools were in a prosperous condition during the past term.

YORK—Supt. Shelley: The High School commencement recorded a complete success. There were fourteen graduates. The opera house could not seat half the people who desired admittance. Dr. J. O. Miller delivered the annual address.

LITERARY DEPARTMENT.

BOOKS FOR VACATION.

IF there is any class of workers who need a vacation, and need to get all the good possible out of it, it is our public school teachers. They above all others need to realize the fact that vacation is meant for recreation; and that dissipation is not recreation, but just the contrary. This truth applies to mental just as much as to physical recreation. Yet how many make the sore mistake every summer of plunging into all manner of debilitating and demoralizing mental dissipation, in the fond belief that they are resting, recruiting, and fitting themselves for renewed and better work afterwards.

In no respect is this more commonly done than in the matter of summer reading. There are books that interest and instruct, and at the same time are most truly restful and recreative; and there are others that, while interesting, also enervate the mind, dull the moral sense, inflame the lower nature, deprave and ruin the literary taste. And this latter class is vastly more numerous and more patronized than the former. To read such trash is a waste of time for any one. For the teacher it is far worse than a waste of time. Yet just for teachers who are busy with other work all through the rest of the year, it is often most difficult to avoid the worthless summer literature, which is so extensively advertised, and to choose the more wholesome. It is for their benefit, therefore, as a help to them in selecting their vacation reading, that we give the names of a few books which we regard as in every way adapted for their purpose, and which we can, from personal acquaintance, recommend to them as highly interesting, restful, and altogether wholesome and enjoyable.

We take for granted that the most of our teachers have read Hawthorne's works, Holmes's, the best of Howells', the few good ones of James, the whole of the *Riverside Aldine series*, Gen. Wallace's *Ben Hur* and *The Fair God*, Cable's *Dr. Sevier*, not to mention others which it is almost a duty for every intelligent person to have read. To those who have not yet done so, we say, By all means read them now. No American of any culture can afford to be ignorant of Hawthorne. Read his

works first of all. They are a literary education in themselves, and a rich and rare treat. No more thoroughly enjoyable, refining, bracing, invigorating literature for summer reading exists than the works of this greatest of the world's romancers, and most perfect of literary artists. And then genial, wholesome old Dr. Holmes. What could be desired more perfectly suited for reading during the hot summer days than his inimitable *Breakfast Table Series?* Only second to it are the works of Warner, Aldrich, Bret Harte's earlier stories, and Miss Murfree's wonderful novels, or her collection of short stories, *In the Tennessee Mountains.* Cable's *Old Creole Days*, too, is a collection of charming short stories.

An author who deserves to be read more than he is just now, and who likewise is specially adapted for vacation perusal, is Henry D. Thoreau. His *Walden* is fragrant of the woods and wild flowers, a most pungently appetizing book, and full of hints how any one, without expense, can most profitably spend his summer holidays; his *Excursions* and *Summer* have the same characteristics. Like them in their intimate familiarity with nature in all her forms and moods, only more varied, and with less of the wild flavor, are John Burroughs' delightful books. There are seven of them, the last, *Signs and Seasons*, quite recently published, and all treating in most charming style of the woods and waters and mountains, of birds and beasts, flowers and trees—of all that is beautiful in nature and dear to the nature-lover's heart. The whole set, beautifully bound, costs only $10.50; and if you read but one chapter to begin with, you will want the whole set before you stop.

In connection with books about nature, and for the full enjoyment of nature herself, you can do no better than to read Principal J. Campbell Shairp's four thoughtful and scholarly volumes, especially the one on *The Poetic Interpretation of Nature.* It will show you how to get at nature's beauties, and call your attention to many a charm you otherwise might have missed; while his *Aspects of Poetry* will show you the wonderful inspiration nature has exercised upon the great poets, and reveal to you the graceful reflections of her spirit on their pages.

If it is "the latest" that you crave, we can mention here only one romance, Prof. Hardy's *The Wind of Destiny*, the latest as well as the best story of that most graceful. poetical and finished writer. It is "just out," and well worth reading, if for nothing more than its fresh thoughts, delicate conceptions, and beautiful style. It is going to be one of the most widely read books of the season. Though not a novel, but only a simple recital of school-life in ye olden time, by one who was there, you will enjoy Miss Harris's little volume on *Old School Days.*

Choose your vacation reading from the above works, and you will have pure and genuine recreation.

RECENT SCHOOL-BOOKS.

School-books, good, bad, and indifferent, keep on multiplying. We have before us quite a number, of varying degrees of excellence and worthlessness. We call attention to a few only of those deserving special notice.

Monteith's *Complete Geography*, published in their usual excellent style by Messrs. A. S. Barnes & Co. of New York, is one of the most attractive books of the kind we have lately examined. The paper, binding, letter-press, and particularly the colored maps and copious illustrations, deserve nothing but praise. They are much finer than one is accustomed to see in school geographies. The method pursued is natural and thorough, leading the scholar easily from the well-known facts of observation to the less known and more scientific; and combining, as should be done, the study of both physical and industrial geography in the one volume. In the arrangement of the text both clearness and space are gained by the use of two sizes of type, large and plain for study and recitation, and smaller in the foot-notes for the use of the teacher, for illustrative purposes, and for the supplementary study of more detailed facts. The maps, charts, and tables of comparative area, time, latitude, temperature, elevation of surface, etc., are especially valuable and convenient features. The same general method and plan are pursued in *Barnes's Elementary Geography*, by the same author, only very considerably abridged and simplified. An easy conversational style is used, and beginning at the school-grounds the young scholars are accompanied by their teacher on walks and tours of geographical discovery and exploration through their own county, state, and country first, and thence to other lands and continents, until they have become acquainted with an outline at least of the leading natural, industrial, and political features of the world. We are pleased with the books and commend them to the examination of our teachers and directors.

The *Teacher's Hand-Book of Psychology*, by Jas. Sully, is issued in a neat and substantial volume by D. Appleton & Co., New York, and is, we believe, the only authorized American edition of Prof. Sully's work. It is based on the author's larger well-known "Outlines of Psychology," prepared by himself with a special view to the wants of teachers. We have always maintained the paramount importance of a knowledge of the laws and processes of the human mind as an essential part of every true educational equipment. And we know of no work on the subject better adapted as a guide in gaining such knowledge than this one of Prof. Sully, being full and comprehensive enough for practical purposes, and yet avoiding the more technical details of the science, wh[illegible] terest and importance only to the philosopher and specialist. We were not able to say as much of a previous sadly-garbled edition of the work sent us some months ago by another publisher, and noticed at the time. The present edition is the only one we would recommend to our readers.

The second volume of *Sheldon's Two-Book Series* of Arithmetics, being a *Complete Arithmetic* with Oral and Written Exercises, is published in handsome and substantial form by

Sheldon & Co., of New York. It is prepared for the use of scholars somewhat advanced, and hence does not deal in any mere elementary lessons and fundamental rules. Throughout the book proceeds on the inductive method, provides an abundance of examples and problems, and exercises by means of drill tables. There is no straining after novelty in the method or arrangement of the work, the only slight departure from the usual course being the very sensible consideration of the simplest fractions in the chapter on Mixed Numbers, some time before Fractions proper are taken up for separate and full treatment. On the whole we consider the book a very practical and useful one.

The same firm have also issued a needed work on a subject that is more and more demanding special attention and study as a separate science. Its title is *Modern Electricity and Magnetism*, Theoretically and Practically Considered. It is really the chapter on Electricity, reprinted in a separate book, from Dr. Elroy M. Avery's "Elements of Natural Philosophy," in this author's Physical Science Series. There is no question of the demand for some such plain, practical, and elementary treatise as this on the science of electricity. But it should have an index, or at least a full table of contents.

The *Third Book* of *Sheldon's Supplementary Reading* is also just out. It is the most advanced book of the series, well printed and in serviceable board binding. While we fully agree that supplementary reading is a good thing, and also that it should "contribute materially to the general education of the child," we do not think that it should be confined to subjects of material nature and science. It should never be forgotten, as is the tendency to do, that reading is primarily a literary exercise, and one of its main objects the cultivation of correct and pure literary tastes, logical thought, poetical conception, beauty of diction and grace of style. In a literary exercise these should ever take precedence of mere sientific descriptions of facts in the physical world. The cultivation of the imagination is as important as the mere gathering of facts, and in a supplementary reader is an exercise more in place than the latter. This "Third Book" might almost serve as a textbook on Light, Heat, the Forms of Water, etc., of all which it treats in an exceedingly interesting manner. We should, however, always prefer a reader made up of selections from our standard literary artists, or the work of any one such, like Hawthorne's Wonder-Book, for example.

One of the best books of its kind is Caroline B. Le Row's *Practical Recitations*, published in very attractive form by Clark & Maynard, New York. It consists of more than 250 pages of excellent selections, nearly all of them fresh and unhackneyed, from the prose and poetical writings of the world's classic authors, with not a few also culled from the leading periodicals of our country. It has also a number of fairly good and altogether unobjectionable dialogues, and concert and musical recitations. Its most satisfactory features, however, are its sets of selections for Reception Days, Holidays, like Decoration Day, Thanksgiving, Christmas, New Year, etc., and The Seasons, Flowers, etc., and especially those on Poets' Birthdays, which are in the main made with excellent taste. To those wishing a fresh and wholesome book of dialogues and recitations, well printed and handsomely bound, we heartily recommend this one as the best we have seen for a number of years.

A very serviceable and much needed book for Latin classes is Prof, E. T. Tomlinson's compilation of *Selections from Latin Authors for Sight Reading*, published by Ginn & Co., Boston. Proceeding upon the truth that "the best Latin teachers are agreed . . . . that sight-reading and a recomposition of translations of standard and select passages are among the best and surest means of leading pupils *into* the language," Prof. Tomlinson gives us here as a textbook for such exercises a large variety of passages from Cæsar, Virgil, the Latin version of the New Testament, Quintus Curtius, Cicero, Horace, and most of the other classic authors. The make-up of the book is in Messrs Ginn & Co's., usual neat and durable style.

From another Boston house, Messrs. Lee & Shepard, we have a *Grammar for Common Schools*, prepared by B. F. Tweed. It is a well made little book, both inside and outside; much more brief and concise than ordinary Grammars, it yet seems to contain all that is necessary of technical grammar for an ordinary Grammar School course. Its plan and arrangement are simple and natural, intended not for mere rote-learning, but for intelligent study under the guidance of an intelligent teacher. It will be found a practical help to teachers in their work, even if not used as a text-book.

The Child's Book of Health from the same publishers, prepared by Dr. Blaisdell, is one of the simplest and best books on physiology and hygiene for Primary and Secondary schools that we have lately seen. It does not indulge in the foolish attempt of many to compass the whole science and make specialists of the children, and succeeding only in cramming their memories with technical names and facts they have no need of knowing, but simply aims in familiar and intelligible style "to interest and stimulate little folks to learn a few things about every-day matters of health." The book fulfills its purpose better than most of the more pretentious works of the kind recently issued.

THE SYNTHETIC PHILOSOPHY OF EXPRESSION: *As applied to the Art of Reading, Oratory, and Personation. By Moses True Brown, M. A. Boston. Houghton, Mifflin & Co. Pp. 306. Price, $2.00.*

This very thoughtful and able work, just published, should mark an epoch in the study and teaching of reading and oratory. And nowhere is a new departure from current theories and practice more needed. They have been left almost entirely to each individual teacher's whim or fancy; seldom have they proceeded upon any consistent scientific or philosophical principle and method. Such a foundation principle, underlying the whole subject, Prof. Brown proposes to give in this book, and in so far he gives us also a positive contribution to current philosophical thought. In the main, it may be said

that he extracts from the data and principles of Evolution the facts and laws applying to and governing the various modes of human expression. He considers each of these separately and at length, after having first established the general principles, treating of expression in the human form, the face, and the voice, their causes, conditions, purpose and so on. The book will be like a new revelation on the subject to many, and be welcomed as a valuable help to teachers of reading and elocution. In it they have a scientific and rational basis given on which to proceed in their work, and one in intimate harmony with, or rather a phase of, the prevalent modes of thought, the philosophy of evolution, which is so steadily moulding and newly adjusting all human activity, art, science, literature, theology and education. No teacher of these branches should fail to give this new and important work a careful examination.

SCRIPTURES, HEBREW AND CHRISTIAN: *Arranged and Edited for Young Readers as an Introduction to the Study of the Bible. By Edw. T. Bartlett, A. M. and John P. Peters, Ph. D. Vol. I. From Creation to the Exile. 8vo. pp. 557. New York: G. P. Putnam's Sons.*

This handsome and well-made volume has been received with marked favor everywhere. Although primarily designed for young people's use, it will be found equally useful for older readers and students of the Bible. This first volume tells the Bible story, mainly in Bible language, according to the most authentic sources of Hebrew history and tradition, considerably re-arranged and condensed. It is divided into four parts: I. the Israelites from the Creation to Saul; II. from Saul to Rehoboam; III. Samaria, the Northern Kingdom; IV. Judah, from Rehoboam to the Captivity. The second volume is to deal with Jewish history from the Captivity to the Time of Christ. There can be no question that such a work as this, by two scholars of such recognized ability, will do a great and good work in interesting the young in the Bible, and also in making the Bible rationally intelligible to them. It is a work moreover of genuine biblical scholarship, and not by any means to be confounded with the multitude of "Bible Story" books that are extant. We should think it would be an invaluable aid to our teachers in their devotional exercises. To read it to the school, instead of a mere perfunctory reading of scattered chapters chosen at haphazard from the Bible, would be an immense gain, arresting and keeping the scholars' attention, rousing their interest, and giving them something they can understand without comment. Sunday-school teachers, and indeed all students of the Word, will welcome this excellent work.

CLASSICS FOR CHILDREN: GUY MANNERING, *by Walter Scott. Edited with Notes for Schools. With a Historical Introduction by Charlotte M. Yonge.* THE ADVENTURES OF ULYSSES, *by Charles Lamb. Edited with Notes for Schools. Boston: Ginn & Co.*

We have several times had occasion to refer to this excellent series of Messrs. Ginn & Co. All the volumes are bound uniformly in boards with leather backs, are printed on good paper and from clear type; are selected exclusively from the best works of the best classic writers of English literature, and made accessible to all by their exceedingly low price. They are very carefully and judiciously edited, and supplied with explanatory foot-notes, which make them doubly instructive, and bring them within the range of every bright boy's or girl's intelligence. Too much praise cannot be accorded the enterprising publishers for this series, whereby they are endeavoring to bring the standard works of our literature into our schools, and so to interest our scholars in them and foster a pure and wholesome taste for what is best in the world of letters. Over a dozen volumes are already issued. They ought all be found in our school libraries. We heartily commend them to library committees.

RECOLLECTIONS OF COLLEGE LIFE *at Marshall College, Mercersburg, Pa., from 1839 to 1845: A Narrative with Reflections. By Rev. Theodore Appel, D. D. Reading: D. Miller: 12 mo., pp. 348. Price, $1.25, by mail, $1.35.*

This entertaining and unassuming work will be found full of interest not only to those who in their early days were connected with the institution of which it treats, but by all who are interested in the history of education in our State. For in that history Marshall College played no mean part, and the men conected with it did no inconsiderable work. In fact, Dr. Appel's book is a valuable and important contribution to the history of education in our State and country. It is full of biographical reminiscences of men like Berg, Barnes, Rauch, Mayer, Nevin, and others nearly as prominent in educational spheres; of the manners and customs of students and student-life; and of the principles upon which the pioneers of education proceeded. It's most valuable chapters, however, are those in which the philosophical lectures of Dr. Rauch, never published, are fully and faithfully reported. It devotes also separate chapters to Dr. Nevin, Dr. Schaff, and the famous Anxious Bench Controversy in the Reformed Church. The whole is written in an ingenuous, candid, and uniformly amiable and Christian spirit; and in a simple and unadorned, yet very entertaining style. It is a book any one can enjoy, and no one can read without profit. We commend it heartily to our readers.

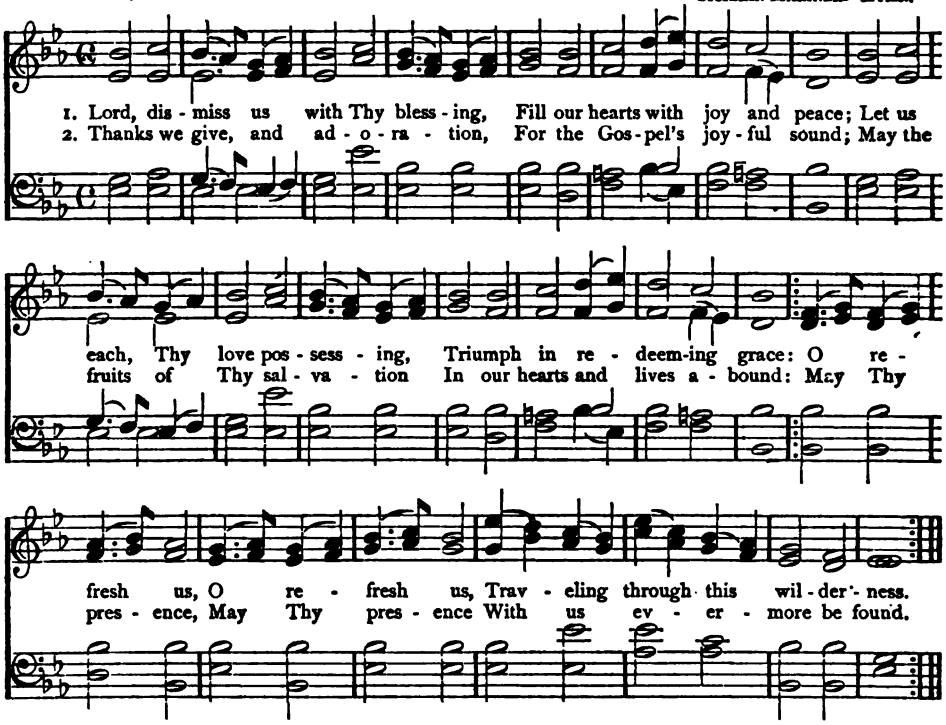
HARPER'S MONTHLY MAGAZINE.—This staunch and well-nigh indispensable magazine began a new volume with the June number. It seems to be getting better with every year and almost with every number. Its illustrations are more artistic and profuse; its literary contents more varied, abundant and excellent. At present there are three or four serials running through it, besides Mr. Curtis's Easy Chair, Mr. Howells's Editor's Study, Mr. Warner's Editor's Drawer, and the invaluable Monthly Record of Current Events. These editorial features alone ought to to be enough to specially recommend the magazine to teachers. The July number contains as frontispiece a new portrait of Hawthorne; besides the serials, two short stories "Dirt Pies" and "Bonne Maman;" a charming sketch "A Night Monkey in the House," by Olive Thorne Miller; two very instructive articles on the "New York Produce Exchange" and on "The Home Acre—The Raspberry;" the first of a series of highly important articles by Dr. Ely, on "Social Studies: The Railway Problem;" besides other interesting articles, sketches, poetry, etc. It is a rich number. Published by Harper and Brothers, New York, at $4.00 a year.

THE FOUNTAIN, an excellent school magazine for Supplementary Reading, will open with Volume 4 in September, for the school year of Ten Months, with special reductions to clubs. The magazine has been a gratifying success, and its enlargement in the opening of new departments makes necessary the increase of price to One Dollar per year. Address W. H. Shelley, York, Pa.

HERE in this book which I was reading when you so kindly came to see me, are withered flowers, which I have gathered in my rambles and keep as friends and companions of pleasant places, streams and meadows, and of some who have been with me, and now are not. There is one, this single yellow flower—what is it, that, as I hold it, makes me think of it as I do? Faded flowers have something, to me, miraculous and supernatural about them: though, in fact, it is nothing wonderful that the texture of a flower being dried survives. It is not in the flower, but in our immortal spirit that the miracle is. All these delightful thoughts that come into my mind when I look at this flower—thoughts and fancies, and memories—what are they but the result of the alchemy of the immortal spirit, which takes all the pleasant, fragile things of life, and transmutes them into immortality in our own nature! And if the poor spirit and intellect of man can do this, how much more may the supreme creative intellect mould and form all things, and bring the presence of the supernatural face to face with us in our daily walk! Earth becomes to us, if we thus think, nothing but the garden of the Lord, and every fellow-being we meet and see in it, a beautiful and invited guest; and, as I think, I remember many of the heathen poets, after their manner, have said very fine things about this; that we should rise cheerfully from this life, as a grateful guest rises from an abundant feast; and though doubtless they were very dark and mistaken, yet I confess they always seemed to me to have something of a close and entire fellowship with the wants of men, which I think the Saviour would have approved. If you, sir, can receive this mystery, and go through the honorable path of life which lies before you, looking upon yourself as an immortal spirit walking among supernatural things—for the natural things of this life would be nothing were they not moved and

LORD, DISMISS US WITH THY BLESSING.

W. SHIRLEY, 1774.
"SICILIAN MARINERS' HYMN."



animated by the efficacy of that which is above nature—I think you may find this doctrine a light which will guide your feet in dark places; and it would seem, unless I am mistaken, that this habit of mind is very likely to lead to the blessedness of the Beatific Vision of God, on the quest of which you have happily entered so young; for surely it should lead to that state to which this vision is promised—the state of those who are Pure in Heart. For if it be true, that the reason we see not God is the grossness of this tabernacle wherein the soul is incased, then the more and the oftener we recognize the supernatural in our ordinary life, and not only expect and find it in those rare and short moments of devotion and prayer, the more, surely, the rays of the Divine Light will shine through the dark glass of this outward form of life, and the more our own spirit will be enlightened and purified by it, until we come to that likeness to the Divine Nature, and that purity of heart to which a share of the Beatific Vision is promised, and which, as some teach, can be attained by being abstract from the body and the bodily life. As we see every day that the supernatural in some men gives a particular brightness of air to the countenance, and makes the face to shine with an inimitable lustre, and if it be true that in the life to come we shall have to see through a body and a glass however transparent, we may well practise our eyes by making this life spiritual, as we shall have also to strive to do in that to which we go. My predecessor, doubtless a very worthy man (for I knew him not), has left it recorded on his tombstone—as I will show you in the church—that he was "full of cares and full of years, of neither weary, but full of hope and of heaven." I should desire that it may be faithfully recorded of me that I was the same!—"*John Inglesant.*"

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OUR TEACHERS' EDUCATIONAL VICTORIES.

BY EUGENE LAWRENCE.

ONCE more the great army of teachers are taking their summer vacation and their needed rest. Two hundred thousand active laborers, from Maine to Texas, cease for a few weeks or months their useful toil. Happily the common school system now embraces the whole country and every citizen. Texas vies with Maine in the excellence of at least some of its schools; San Antonio has its accomplished teachers as well as Portland. Every section of the Union feels the necessity of knowledge; every section is prepared to admit that it is only on the threshold of the wide intelligence that awaits it in the future. We look forward to the time when education shall soften every character, and blend men together in the equality of a common refinement.

But as yet we are only in the dawn of the art of teaching. The most recent improvement is to make it practical, to inspire children with the love of work, and give to every young man some useful trade. This was the Jewish, the Arabic, the Persian idea; even their princes learned some useful handicraft, and practised it when driven from their thrones. In our republic this universal education in the arts is become more than ever necessary. Our vast fields are still only imperfectly cultivated. We have wasted our agricultural resources by ignorance of the common laws of science. Virgil and Hesiod were better farmers than many of our modern cultivators, the destroyers of the soil. Our forests—the crown of our rural wealth and beauty—we have suffered to be torn away from us. In Germany the Black Forest is finer and more productive than in the days of Gustavus Adolphus. In New York even the Adirondacks are scarcely safe from the spoiler's hand.

The reports of the Bureau of Education point out the condition of knowledge in all parts of the world. The survey is singularly interesting. The dark places of the earth are already touched by the light of a new knowledge. In our own country, even Arkansas has shown a real interest in its common schools, and Florida has its active educators. In Central America, Guatemala and Costa Rica extend a free primary instruction to all. Brazil and the Argentine Republic are rivals in their zeal for knowledge. The republic made education compulsory in 1884; Brazil in twelve years has doubled the number of its free schools. The German States are still the best-educated portion of Europe; but France is rapidly advancing, and even Russia has already some of the best of the European technical schools. Russian students can now build their own railways and bridges. The worst-educated parts of Europe are in Spain, Ireland, and Austrian Poland—perhaps, too, in Russia. In some sections of Ireland—the sections where agrarian crime is active—nearly one-half the people are wholly uneducated. In some parts of Polish Austria almost the entire pop-

ulation is reported illiterate, savage, and wild. Bohemia is a little better trained; but at Schüttenhofen thirty-nine persons in every hundred are no better off than their Polish neighbors.

British India has its excellent free schools; even Egypt and Cape Colony show their zeal for knowledge and public instruction. Africa, once the centre of the arts, is again asking for their restoration. Siberia petitions for free schools; Australia is becoming an enlightened community. But of all the recent triumphs of the teacher, the most complete is that of Japan. The circular of the Bureau on "Education in Japan," 1885, is as interesting and marvellous as a fairy tale. The Japanese fabric of knowledge has sprung up almost in a moment. The native historians relate that their country was once highly educated under its early emperors; at least the schools had sunk to utter decay. In 1872 the first educational law was passed; and Japan now has a system of common schools as complete as that of New York. It has its Kindergarten and its normal schools, its elementary and secondary education, its technical schools, its scientific and law schools, and a university. French, German, English, and Chinese are learned by its accomplished students. Even China itself must fall at last into the hands of the common school teacher.

Such in 1886 are the victories of Education. It is plainly moving over the earth. It softens savage races, and teaches a common humanity. It has produced the rarest discoveries in science and the simplest improvements in life and manners. To what an endless progress in the future it distinctly points we may easily infer.—*Harper's Weekly.*

HOW TO WIN.

BY FRANCES E. WILLARD.

BRIEFLY, then, your specialty, being well trained, is your best bread-winning implement, and she who earliest grasps this, and who firmest holds it, comes off best in the race. "Be not simply good, be good for something," said Henry D. Thoreau. A bright-eyed girl of 18 used to come to me on Friday evenings to give me German lessons. To be sure, I had lived in Germany, and she had never been out of Illinois, but then that language is not my specialty, while it is hers. "How is it that, though so young, you have made yourself independent?" I inquired of her one day. Listen to the reply: "My mother was always quoting this saying of Carlyle, 'The man who has a sixpence commands the world—to the extent of that sixpence.' I early laid this sentiment to my heart. Besides, when I was 15 years old I heard a sermon on the text, 'This one thing I do.' Being of a practical turn of mind I made an application of which perhaps the preacher had no intention. I thought, why not in everyday affairs as well as in religion do one thing well, rather than many things indifferently and in that way secure the magic sixpence of Carlyle? My father was a rich man then, but I resolved to prepare myself to teach the German language, of which I was very fond, by way of a profession. When the Chicago fire came we lost all our property, and I discovered that I could not only support myself, but help my father to many a convenient sixpence, because in prosperous days I had fore-armed myself with a cultivated specialty."

As she told me this, I thought how, from widely different premises and conditions in life, young people may reach similar conclusions. For instance, on the top of the great St. Bernard, I said to the "hospitable father," a noble young monk, "How is it that you, so gifted and well taught, are spending your life away up here among eternal snows?" And I shall never forget his exaltation as he simply answered, "'Tis my vocation."

After all, this is the vital question: With what sort of a weapon will you ward off the attacks of the bloodhound poverty, which Dame Fortune is pretty sure to let on everybody's track sooner or later that she may try his mettle, and learn what manner of spirit he is of? In times like these, when men's hearts are failing them for fear, when riches are saved the trouble of "taking to themselves wings" by the faithless cashiers and book-keepers who are adepts at furnishing these flying implements, and, above all, when labor is come to be king, the question "What will you do?" has fresh significance. Remember, going forth from the uncertain Eden of your dreams into the satisfying pleasures of honest, hard work, "the world is all before you, where to choose." Will you share some other woman's home, and help her make it beautiful? No task more noble or more needed awaits the thoughtful worker of to-day. The world exists but for ~~the sake of~~ its homes. Will you bestow your hand upon some fine æsthetic industry, as drawing, designing, engraving, telegraphing, phono-

graphing, photographing? Will you be an architect? a printer? an editor? Will you enter one of the three learned professions? Braver women than you or I have won a foothold for us in each of them; as to the brain-hold, that is our affair. I will not now pursue the question further.

Think a moment. Will you ~~be led to~~ say: "The good old ways are good enough for me," and so drop into the swollen ranks of teacherdom, or rattle awhile on a martyrized piano, and then set up for a musician, though you have not a particle of music in your throat or finger-tips? Or will you stay at home and let papa support you until you grow tired of doing nothing and expecting nothing, and proceed to marry some man whom you endure rather than love, just to get decently out of your dilemma?

Nay, I do you injustice. Few girls who breathe the free air of our Western prairies will be so cowardly. I may not construct your horoscope, but this much I will venture—that when you marry, no matter what you find, you will seek not a name, behind which to cover up the insignificance of your own; not a "good provider," to tend and clothe one who has learned how to feed and clothe herself; not a "natural protector," to shield you in his plaidie, the gallant, gallant laddie, from the cauld, cauld blast; but you will seek (and may Heaven grant that you shall find) that rarest, choicest, most elusive prize of man's existence, as of woman's; one which—mournfully I say it—the modern marriage is by no means certain to involve, namely, a mate.

In this country, when the wage of battle has cost our land an army of her sons, when widows mourn, and unwedded thousands are forced to meet the hard-faced world (from which rose-water theorists would shield them), America is coming to the rescue of her daughters. For the nearer perfect—that is, the more Christian—a civilization has become, the more carefully are the exceptional classes of society provided for. All our philanthropic institutions under State or private patronage illustrate this.

In less enlightened days, your ideal woman composed the single grand class for which public prejudice set itself to provide. She was to be the wife and mother, and she was carefully enshrined at home. But, happily, this is the world's way no longer. The exceptions are so many, made by war, by the thousand misunderstandings and cross-purposes of social intercourse, by the peculiar features of the transition period in which we live, by the absurdly extravagant customs of our day, and the false notions of both men and women—that not to provide for them would be a monstrous meanness, if not a crime. And the provision made in this instance is the most rational, indeed the only rational one which it is in the power of society or government to make for any save the utterly incapable, namely, a fair chance for self-help. Nor (to pursue the line of our argument still further) can we forget that skeleton hand which, in utter disregard of "the proprieties" in destiny's drama, thrusts itself so often into the charmed domestic circle, and snatches the "provider" away forever, while it sets gaunt famine by the fireside in his stead.

Can we forget that in 10,000 families wives are this moment waiting in suspense and agony the return of wretched husbands to homes made hideous by the drunkard's sin—wives whose work of brain or hand alone keeps their children from want, now that their "strong staff is broken and their beautiful rod?" There are delicate white fingers turning the page on which I print these words, that will never wear the marriage ring; there are slight forms bending over my friendly lines, which, not far down the years, will be clothed in widow's weeds. Alas, there are as surely others, who, when they have been wooed and won, shall find that they are worse than widowed. And what of these three classes of women, sweet and helpless? Clearly to all of these I am declaring a true and blessed gospel in this good news concerning honest independence and brave self-help. Clearly, also, no one is wise enough to go through the assembly of my readers, and tell me who, in future years, shall need a bread-winning weapon with which to defend herself, and perchance, also, the helpless ones between whom and the world there may be no arm but hers. But it is a principle in public as well as private economy, that the wisest foresight provides for the remotest contingency, and thus, in its full force, all that I have been saying applies to every woman who may read this article on "How to Win."

Suppose that many of you, dear girls, are destined to a downy nest, instead of a strong-winged flight. What then? Will the years spent in making the most of the best powers with which God has endowed you be worse employed than if you had given them to fashion and frivolity? Those "ad interim" years which separate the graduate's diploma from the bride's marriage certificate, can they possibly be invested better than in the

acquisition of some useful trade or dignified profession? And then, aside from this, I would help the youngest of you to remember (even in the bewildered years of her second decade) what noble Margaret Fuller said: "No woman can give her hand with dignity, or her heart with loyalty, until she has learned how to stand alone." It is not so much what comes to you as what you come to, that determines whether you are a winner in the great race for life. Never forget that the only indestructible material in destiny's fierce crucible is character. Say this, not to another—say it to yourself; utter it early and repeat it often: Fail me not, thou!—*The Chautauquan.*

EFFECTS OF ALCOHOL ON THE HUMAN SYSTEM.

THE name alcohol is supposed to be of Arabian origin, but was only called into use about two centuries ago. It is applied now, not exclusively to the spirit obtained from wine, but to a certain chemical compound, however obtained.

Another meaning of alcohol is a chemical compound, formed by the disintegration or decay of vegetable juices containing sugar. Organic substances that have lost life, if exposed to air, are mostly changed chemically so as to lose their organic character.

To obtain alcoholic drinks this process of disintegration is arrested at a certain stage. The alcohol shows itself in a drink by its enlivening influence, which fascinates those who form the habit of drinking it. As with all other powerful agents, there is a great difference in the effect of alcohol according to the amount taken. Beers, wines and spirits vary in strength; from less than 5 up to 8, 10 or 12 per cent. of alcohol in beers; 15 to 25 per cent. in wines, and 50 per cent. in ardent spirits.

Three stages at least may be noticed in the action of alcohol, especially as shown by outward signs. First, is that of exhilaration or moderate elevation, with little or no disturbance of the faculties. Second, if the dose be large, comes a greater or less degree of clouding of the sensibilities, with loss of self-control, which, when marked, we call intoxication. The word intoxication is derived from the Greek, and means poisoning. If a large quantity of strong alcoholic drink be taken, the last stage is dead drunkenness. Alcohol has an acid, burning taste, the latter sensation being due largely to its facility of absorbing water, so that it dries the mouth and stomach.

In the blood vessels, alcohol causes an enlargement or dilatation; hence the face is flushed by it, and the same tendency to flushing or congestion occurs under it in the stomach, liver, kidneys and brain; in short, in all parts of the body.

The man who never was drunk in his life, who is a respectable drinker, is nevertheless laying up for himself a quantity of material which ought not to remain in his system, and which is interfering with the performance of some one or more functions. It is sufficient to deprive him of his right to the retention of his faculties in his old age, as well as to lead to checks in the circulation through the affected organs, which bring on disease at disagreeable and inconvenient times, such as diseases of the kidneys or liver, those organs in the course of time becoming seriously diseased.

First, it weakens the plasma of the blood and overcomes its nourishing properties. Second, the corpuscles are contracted, their size and form are changed, and their capacity to supply oxygen and to remove carbonic acid is diminished. Third, the burning of waste matter is interfered with in the capillaries, and poisons the blood, which prevents it from feeding the body. Fourth, the small arteries relax by its use and become unfit for their work. Fifth, it unduly hastens the circulation of the blood. This causes congestion of the blood. The natural movement of the circulation is interfered with, and there is a disposition toward accumulation or stagnation of blood in the stomach, liver, kidneys and brain. "If a drop of blood be taken from a vein of a person under the influence of alcohol and examined under the microscope, the red corpuscles will be seen to have become irregular in form, and to run together in an unusual way. This may tend to obstruct circulation.

The blood of a drunkard is several shades darker in its color than that of a temperate person; and it does not coagulate as readily and firmly, and is loaded with serum, which indicates that it has changed its arterial properties for those of venous blood. This is the cause of the livid complexion of the drunkard.

Alcohol congests the blood vessels of the brain and causes apoplexy. The substance of the brain becomes hardened by its use, and the thought-producing power is injured. When it collects in the brain it causes paralysis and death. The size, shape and color

of the cells of the brain become affected by its use, and produce insanity. It affects the nerves, which weakens muscular movements. It absorbs water from the nerves and paralyzes their action.

Diseases of the stomach and organs of digestion are caused by its use. It is only with the cell action, that alcohol interferes with nutrition. Specimens in natural history or portions of the human body, intended to be kept for study, are preserved in alcohol. It hardens them and prevents decomposition. A change similar to this takes place in the liquor-drinker's stomach. The secretion of the gastric juice almost or quite ceases. It deprives the stomach of its normal churning movement which should go on during digestion. Thus the appropriation of food is made at last almost impossible. It is true that its paralyzing influence on the blood vessels gorges the mucous membrane with more blood, and leads to a fresh secretion of gastric juice. But can this be the right course, to damage an organ for the purpose of increasing its action? To congest its blood vessels must be a damage. It will lead to dyspepsia, instead of helping the digestive power. It coagulates the food and renders it less digestible; it alters the fibrine so that the most important ingredients for the production of force are made less capable of assimilation; and yet in spite of these manifest disadvantages, alcoholic liquors continue to be used by sensible and well-educated men. Those who know say, "that there is a fearful increase of what is known as Bright's disease with the drinking of beer and spirits. The insurance companies find that out, and a beer-drinker often fails in getting any insurance."

Hard drinking will produce in certain persons, delirium tremens. This is well called "the horrors," on account of the mental distress which usually attends it. The poor victim hardly ever survives after the third attack. It is said, "that the internal coat of the stomach of a drunkard who died of the delirium tremens, was covered by a dark brown flaky substance, which on being removed, showed the stomach in a state of inflammation before death." The man forms the habit of drinking, and the alcohol burns its way into his system, hardening and searing the tissues because they have become so inflamed. Then the most delicate and sensitive parts give way. Perhaps it is the brain, heart or the lungs, and you have what is known as the "rum cough." The alcohol irritates the delicate membrane which lines the trachea, bronchial tubes and air cells of the lungs, and the cough is but the natural effect of nature's effort to get rid of the stuff. The cough itself may do harm, but the seat of the trouble is the irritant which causes the cough. The delicate tissues are burned by the scorching stuff, for the system makes huge efforts to cast it out. It is thrown out at the lungs until the breath will burn in a flame; it is squeezed out at the pores of the skin; it passes off at the natural channels, and everywhere burns its way. The universal testimony of physicians is that beer acts upon the human system something like mildew on grapes or rust in wheat. That is, it is a persistent sapping away of the vital powers, a decay of the organs, until the life force is so weakened that death ensues from the most trifling causes. The man who drinks beer drags himself nearer to the grave by every glassful. He may swill so much that erysipelas, rheumatism, pneumonia, fever or brain troubles will carry him off at twenty-five, or he may be so moderate that he may escape until forty-five.

Alcohol increases the work of the heart, and thereby exhausts its power. The muscular fibres of the heart become soft and it is weakened by the fibres being changed into fat. In many cases this organ becomes enlarged and after a time death is the result.

Alcohol in every form produces a strong effect upon the liver when used internally. Its first effect is to increase the actions of the liver, and sometimes this produces inflammation. Its secretion sometimes becomes changed from a bright yellow to black or green, and from a thin fluid to a thick substance which resembles tar. This change often leads to the formation of gall stones; often the liver becomes enlarged.

The human body is not unlike to a great city. There are sewers, furnaces, fibres and water supply, chimneys, roads and deposits of fuel and food. If the sewers are allowed to choke up, if the ashpits are not cleansed, if the chimneys are not swept, if the water supply is fouled, if the deposits are not replenished, there is discontent and suffering, want, disorder and disease. The people of a great city require that the sanitary arrangements shall be kept in order, the roads open, and the food supply satisfactory, if business is to prosper and sickness be kept at a low point. It is exactly the same in a single individual.

No man can live without producing excretions, which, if they be not removed, will choke up his natural sewers, foul his bloodstream, diminish the draught in his furnace

of life, and interfere more or less with the activity of every function and every faculty which he possesses. The way in which alcohol shows its influence is by diminishing some of the actions which are necessary for the perfection of health. It tends to keep excretions within the precints of the body, instead of washing them away. There is not a point in its daily use which can in any single way obviate the mischief which it produces by its pathological action, unless it be to counteract some diseased state, when its services may be legitimately employed, just as a dose of oil may be beneficial when administered at the proper time. But if one persists in taking oil every day for the rest of one's life, it stands to reason that some day nature will refuse to accept the dose. Not so, unfortunately, with alcohol. It seldom excites a disgust for its renewal, but on the contrary produces a want for more which can only end in decay and ultimate dissolution.

PROTECT THE BIRDS.

BIRD destruction in this country is every year assuming a more and more serious aspect. The startling decrease in the number of many of our birds, brought about of late years by the unceasing persecution waged for the sake of fashion, has aroused the American Ornithologists' Union to a recognition of the necessity for instant and decided effort in behalf of our birds. To answer this imperative demand the Union has appointed a "Committee on the Protection of North American Birds." The objects of the committee are as follows:

1. The gathering of all possible information bearing on the subjects of the destruction and the protection of North American birds.

2. The diffusion of information among the people in respect to the extent of the slaughter of birds for millinery and other mercenary purposes; the wanton killing of birds in sport by men and boys; the robbing of birds' nests; the destruction of the eggs of rails, terns, gulls and other birds for food; and the marked recent decrease of many species resulting from this general destruction; the spreading of information, also, in respect to the utility of birds as a natural check upon the increase of insects injurious to vegetation, and with reference to their interest and value from an æsthetic point of view. This with the object of developing a public sentiment in favor of the rigid protection of our native birds, a sentiment that will naturally spring up strongly and widely as soon as attention is called to the subject.

3. To encourage the formation of bird protective associations and anti-bird-wearing leagues.

4. The perfection of a statute for the protection of birds, drawn with regard to its availability for enactment by all the States and Territories, leaving, however, the game birds, properly so considered, to the care of the game protective associations.

5. The prevention of the collecting of birds and eggs for pseudo-scientific purposes, and the development of a system of co-operation between this committee and the various authorities to whom may be assigned the power of granting permits for the collection of birds in the interest of science.

6. The consideration of the best means for securing the enforcement of bird protective statutes.

The committee is desirous of collecting facts and statistics bearing upon the subject of the destruction of our birds, and will welcome information from any source. It also extends the promise of its hearty co-operation to all persons or societies who may be interested in the protection of our birds. The headquarters of the committee are at the American Museum of Natural History, Central Park, New York city, where Mr. Geo. B. Sennett may be addressed.

CHOOSING A TEACHER.

NORWAY BOARD OF EDUCATION.—OFFICIAL STENOGRAPHIC REPORT.

THE Board met at the usual hour, President Marvin in the chair. Minutes of the last meeting read and approved. Reports of committees called for. From the Committee on Teachers, Chairman Coy reported as follows:

The committee on teachers would respectfully report that in seeking a teacher in place of Miss Bell, resigned, they thought best not to advertise the name of the school, as that would bring in a crowd of applicants, to the personal annoyance of the members of the committee. Accordingly the following advertisement was inserted in the *School Bulletin:*

"WANTED:—A competent lady-teacher as principal of the intermediate department of graded school. Salary, $550. Address the editor of the *Bulletin.*"

In response to this advertisement, 221 letters were received and forwarded by the editor, and your committee would add that, as most of these letters contained a two-cent postage stamp, and are to be answered with postal-cards, the margin of one cent upon each application nearly pays the cost of the advertisement. Of the 221 letters, 179 were promptly thrown aside on account of inexcusable errors in spelling or expression, and 32 more because the writers were without experience. Two of the others were from teachers with whom we had some personal acquaintance, and whom we considered unfitted for the position, leaving nine letters from ladies of whom we had no other knowledge than is conveyed by the letters, but who all seem to have good qualifications as candidates. Your committee here present these

nine letters to the consideration of the board, recommending that some one of the nine be selected, but expressing no preference among them.

Respectfully submitted, E. Coy, *Chmn.*

Mr. Baker said that he would have preferred that the committee conclude its work by presenting some one name of the nine; but on the plea of Chairman Coy that in choosing one out of nine solely from the internal evidence of a personal letter, the judgment of one member of the board was as good as that of another, the report was on motion of Mr. Domite, seconded by Mr. Angell, accepted and adopted, and the chairman of the committee was directed to read the nine letters in order.

Mr. Coy: The first letter is as follows:

ALLOPATHIA, N. Y., Nov. 2, 1885.

Editor of the School Bulletin,

SIR:—In response to the advertisement for a teacher in your issue for November, I would—

Mr. Baker: May I take that letter for a moment, please?

Mr. Baker (holding up the letter): I beg to say that I shall protest against the engagement of the writer of this letter. Notice how she has folded it. First she bent over the edge to make it go in. Then it probably stood up too high from this thick fold, and she rubbed it down the edge with not over clean fingers. The whole thing is creased, pudgy, and soiled. We don't want her.

Mr. Coy: But the pemanmship is handsome, the spelling is correct, and the language is really elegant. In fact, if the committee had selected but one of the nine it would have been this one.

Mr. Baker: Then I am glad the nine were brought in, for I shall vote against this one every time. The more scrupulous she is in other particulars, the worse this clumsy folding counts against her. It takes education to write a neat letter, but I wouldn't have a woman around whose instinct wouldn't teach her to fold it neatly.

Mr. Dormouse: I must say I quite agree with Mr. Baker. A real lady would feel it impossible to let such a misshapen and begrimed letter as that go forth with her signature.

Mr. Coy: Well, gentlemen, it is for you to say. Perhaps we may as well go on, and if we do not agree upon some other, we can come back to this. Here is another:

CLAWSON'S CREEK, N. Y., Nov. 2, 1885.

Mr. Editor: I should like that place as a teacher. I held *just such* a place at Slawsonville, and I *should still have it* except that the *principal* insisted on interfering in the management of details that properly *belonged* to me. He is an overbearing, ignorant, bigoted man and *no gentleman*, and so I resigned. That is, after the meeting of the board to elect teachers, and when I saw in the paper the next morning that they had not elected me, I sent word to them I *was not a candidate*, and would resign my position. I wouldn't teach in the same school with such a man, and the other teachers wouldn't only they all *toady* to him, and—

Mr. Blarston: That's enough of that. The woman must be a fool herself, or she thinks we are.

Mr. Coy: The penmanship is beautiful, and she is a normal graduate; but we can go on to the next one if you prefer.

ELM CORNERS, Nov. 3, 1885.

To the Honorable Editor of the School Bulletin, Syracuse, Onondaga county, N. Y.:

MOST ESTEEMED SIR: I find in the November number of your most delightful and always most welcome journal, that brings such health and comfort to so many thousands of aspiring teachers, an advertisement calling for a competent lady-teacher of an intermediate department of a graded school, and for this position I earnestly desire most respectfully and modestly to apply. My educational advantages have been from my earliest and immaturest childhood of the most liberal and felicitous character, and my experience in the pedagogical profession has been remarkably varied and most unusually and demonstrably successful.

Mr. Baker: I move, sir, that this board most respectfully and regretfully tender to this most verbose and superlative candidate a most gentle and periphrastic intimation that we feel unable to provide for her the pre-eminently delicate and polished environment suitable to her most cultured and elaborative disposition.

Mr. Coy: It's all right to make fun of these letters if you choose to, gentlemen, but there are only nine of them, and we must make a choice among them. I hope this one will provoke less merriment.

SCHENECTADY, N. Y., Nov. 2, 1885.

Mr. Editor: I read with thankfulness the advertisement of the vacancy for a teacher, for I feel that this is a providential opening. I was formerly a teacher, but married, and have been for some years engaged in the care of a happy home. But my husband's sudden death cast a cloud over us that was deepened when we found that he had left no provision for our support; and in our extremity I can only look toward the work I used to do acceptably in the school-room. I am fond of children, and am perhaps better able to deal with them than before I had little ones of my own; and I should try hard to succeed from the first in what seems likely to be the only chance of support open to me.

My health is not good; I have had for some time a hacking cough, and I tire easily. But I have great energy, and you may be sure I shall always be in my place when the school-bell rings. In short, sir, I feel as though I *must* have the place; and I think if you will put me into communication with the board,—especially if you will tell me where they are and let me go to see the members personally, I can secure it. A woman with three children likely soon to be abso-

lutely hungry is terribly in earnest; and all I ask is a chance to try for this place. In distress, I am,

Yours repectfully, JANE A. SLOCUM.

President Marvin: I don't think we need to look any farther, gentlemen. Here is a good, capable woman, who has had experience, and who needs the place. I should like to telegraph to her to-night that she is engaged, so as to put an immediate end to her anxiety.

Mr Abrahams: Probably if she needs a place so much she would teach for a good deal less than $550. Suppose we offer her four hundred.

Mr. Domite: Yes, I vote for that. We have got a chance to get a good teacher cheap.

Mr. Baker: I think I have heard it intimated somewhere that it is not commendable to rob the widow and the fatherless; and if we engage Mrs. Slocum, I trust there are not more than two members, of this board that would vote to pay her less than the advertised salary. But I am afraid that I shall have to vote against engaging her. While I recognize the kind heart that prompts Mr. Marvin's quick decision, I remember, and we must all remember, that the teacher is for the school, not the school to provide a place for teachers. I shall be glad to join Mr. Marvin and the rest of you in a little contribution from our private purses that shall tide matters along for the present with Mrs. Slocum; but I cannot vote to put at the head of one of the departments of our school a woman whose health is not good, who has had for some time a hacking cough, and who tires easily.

Mr. Dormouse: I entirely agree with Mr. Baker. Teaching is hard for a well woman, and it is justice neither to her nor to us to put it upon an invalid.

Mr. Coy: Well gentleman, it's plain that that there is a majority against Mrs. Slocum, and I will go on.

Mr. Dormouse: It seems to me that you will save time if you read the other five letters consecutively, without comment. One may be so much better than the rest that we shall choose her without considering the others.

Mr. Coy: Very well, I will read them all. Luckily, they are brief.

BLAUVELTBURGH, N. J., Nov. 4, 1885.

Sir: Seeing your advertisement of a teacher wanted, I desire to enroll myself a candidate. I am 26 years old, am a graduate of the Jersey City high school, and have taught six years in village schools in northern New Jersey. My last position was at Orange, and I left it because just then I was needed at home. I enclose a letter from the clerk of the board showing that the same position was offered me again last September; but at that time I was unable to leave home. I am now ready to resume work, and think myself competent to fill the place described. I have written on the slip enclosed the names of three or four persons who know me and my work, and who will, I think, be willing to speak favorably of both,

Yours truly, HENRIETTA SALISBURY.

ROCHESTERR, N. Y., Nov. 2, 1885.

Sir:—I should be glad to have you forward my name to the school board advertising, if you think after reading the following that I could fill the position. I have never taught in an intermediate department, but I have had charge of a district school three terms, and was first assistant for three years in the union school at Harristown. I was re-elected there at the end of last year, but declined to remain because the board did not feel able to pay the increase of salary I asked for, from $360 to $400. It seemed to me after teaching so long that I ought to have as much as $400, but I have not known exactly how to go to work to get a place, and so find myself unemployed. I think I am a successful teacher, for I enjoy it, and the children seem to like to learn. It seems to me I could fill the place, and I should like to make application if you advise it. Please let me hear from you.

Sincerely yours, HARRIET G. ORMSBY.

NORTH JANESVILLE, N. Y., Nov. 3, 1885.

Mr. Editor:—I can fill that place, and I want it. It's better than I have had so far, but I have kept coming up, and I have never struck anything yet I couldn't do. I am tall, strong, healthy, tolerably good looking if I may believe what I am told, and full of vim. I had only a common school education, but I have done a good deal of reading and kept my eyes open; I think I could pass a pretty good examination, and I know I could stand before any class or any school and command their respect and good will. I am not much on fine phrases, but I mean business every time, and nobody yet has ever trusted anything thing to me and got left. If you want to know more about me you can write to any of the names on the back of this sheet. If you advise I will go and see the board in person.

Yours truly, HANNAH SMITH.

SOUTHVILLE, N. Y., Nov. 2, 1885.

Sir:—I am 26 years old, 5 feet 3 inches high, weigh 123 pounds, never was sick a day in my life, graduated from the Corfernio normal school four years ago, and have taught district schools ever since. I have now the highest salary paid to a woman in this commissioner district, but it is less than $550, and I should like to get into a union school. I am a member of the Methodist Church, hold a first-grade certificate, and enclose recommendations from my pastor, from my trustee, and from the commissioner of this district.

Yours truly, MARTHA MAYFIELD.

W. EATONSVILLE, N. Y., Nov. 2, 1885.

To the Editor of the School Bulletin,

Sir:—I desire to apply for the position advertised in the November *Bulletin*. I am 24 years old, am a graduate of Fairview Seminary in the classical course, and have taught four years, as follows: Fairview Seminary, 1871–2, as teacher of arithmetic and free-hand drawing; Canassista, 1872–3, as teacher of the seventh grade (third year of school course); and in the school here since then as teacher of the corresponding grade. I like my work here, but feel that I can command a larger salary, and accepted a re-engagement at the beginning of this year only on condition that I should be allowed to resign at any

time if a better position was offered. I have never found it difficult to govern my scholars; in fact we are all so busy together that we don't think much about discipline; but we all feel proud of our department, and work together to make it the best in the school.

I enclose copies of testimonials from the principal of the school, and from the president of the board of education. I send also a postage stamp for their return, and for the reply the board may choose to make to my application.

Yours respectfully, MARY N. HOUGHTON.

Mr. Angell: What is that Methodist girl's name? I took a fancy to her letter. She is up and coming.

President Marvin: I liked Miss Salisbury's letter. She doesn't say what kept her at home, but I fancy her father or mother has died, or something like that. There is an undertone of trouble that she is brave enough to keep to herself. Did you write to her for reference?

Mr. Coy: Yes. The clerk of the Orange board says she is a fair teacher, but not in good health, and hampered with family difficulties that he didn't explain.

Mr. Angell: If her health isn't all right we don't want her. I am for the the five-feet-three Methodist that was never sick a day in her life.

Mr. Baker: I am rather pleased with all these letters, but Miss Houghton seems to have the best preparation for the place, and she words her letter well, telling all we want to know, and not mentioning anything irrelevant. How are her testimonials?

Mr. Coy: They are emphatic in her favor. Both the president and the principal say she is the best teacher in the school, and that they only regret that a long-established custom prevents their paying more than $360 to any woman teacher.

Mr. Baker: Well, I am glad we haven't any such long-established custom here. To test the matter, I move, Mr. President, that Miss Houghton be elected to the vacant position, and that the secretary be instructed to notify her and request her to inform us how soon she can begin.

Mr. Dormouse: I second the motion.

President Marvin: Your hear the motion, gentlemen; are there any remarks? Those who are in favor will answer *Aye* as their names are called; those opposed, *No*.

The Clerk: Messrs. Marvin? *Aye*.—Angell? *No*.—Baker? *Aye*.—Coy? *Aye*.—Blarston? *Aye*.—Domite? *No*.—Dormouse? *Aye*. Carried, 5 to 3. Miss Houghton is elected.

No other business coming before the meeting, a motion was carried to adjourn.

School Bulletin.

MADAM HOW AND LADY WHY.

CHAPTER IX.—THE CORAL REEFS.

BY CHARLES KINGSLEY.

NOW you want to know what I meant when I talked of a piece of lime going out to sea, and forming part of a coral island, and then of a limestone rock, and of a marble statue. Very good. Then look at this stone. What a curious stone! Did it come from any place near here? No. It came from near Dudley, in Staffordshire, where the soils are worlds on worlds older than they are here, though they were made in the same way as these and all other soils. But you are not listening to me.

Why, the stone is full of shells, and bits of coral; and what are these wonderful things coiled and tangled together, like the snakes in Medusa's hair in the picture? Are they snakes? If they are, then they must be snakes who have all one head, for see, they are joined together at their larger ends; and snakes which are branched, too, which no snake ever was. Yes. I suppose they are not snakes. And they grow out of a flower, too; and it has a stalk, joined too, as plants sometimes are; and as fishes' backbones are, too. Is it a petrified plant or flower? No; though I do not deny that it looks like one. The creature most akin to it which you ever saw is a star-fish. What! one of those red star-fishes which one finds on the beach? Its arms are not branched. No. But there are star-fishes with branched arms still in the sea. You know that pretty book (and learned book, too), Forbes' "British Star-fishes?" You like to look it through for the sake of vignettes,—the mermaid and her child playing in the sea. Oh yes, and the kind bogie who is piping while the sandstars dance; and the other who is trying to pull out the star-fish which the oyster has caught.

Yes. But do you recollect the drawing of the Medusa's head, with its curling arms, branched again and again without end? Here it is. No, you shall not look at the vignettes now. We must mind business. Now look at this one; the Featherstar, with arms almost like fern-fronds. And in foreign seas there are many other branched star-fish beside. But they have no stalks! Do not be too sure of that. This very feather-star, soon after it is born, grows a tiny stalk, by which it holds on to corallines and seaweeds; and it is not till afterwards that it breaks loose from that stalk, and swims

away freely into the wide water. And in foreign seas there are several star-fish still that grow on stalks all their lives, as this fossil one did. How strange that a live animal should grow on a stalk, like a flower!

Not quite like a flower. A flower has roots, by which it feeds in the soil. These things grow more like sea-weeds, which have no roots, but only hold on to the rock by the foot of the stalk, as a ship holds on by her anchor. But as for its being strange that live animals should grow on stalks, if it be strange it is common enough, like many far stranger things. For under the water are millions and millions of creatures, spreading for miles on miles, building up at last great reefs of rocks, and whole islands, which all grow rooted first to the rock, like sea-weeds; and what is more, they grow, most of them, from one common root, branching again and again, and every branchlet bearing hundreds of living creatures, so that the whole creature is at once one creature and many creatures. Do you not understand me? No. Then fancy to yourself a bush like that hawthorn bush, with numberless blossoms, and every blossom on that bush a separate living thing, with its own mouth, and arms, and stomach, budding and growing fresh live branches and fresh live flowers, as fast as the old ones die: and then you will see better what I mean.

How wonderful! Yes; but not more wonderful than your finger, for it, too, is made up of numberless living things. My finger made up of living things? What else can it be? When you cut your finger, does not the place heal? Of course. And what is healing but growing again? And how could the atoms of your finger grow, and make fresh skin, if they were not each of them alive? There, I will not puzzle you with too much at once; you will know more about all that some day. Only remember now, that there is nothing wonderful in the world outside you but has its counterpart of something just as wonderful, and perhaps more wonderful inside you. Man is the microcosm, the little world, said the philosophers of old; and philosophers nowadays are beginning to see that their old guess is actual fact, and true.

But what are these curious sea-creatures called, which are animals, yet grow like plants? They have more names than I can tell you, or you remember. Those which helped to make this bit of stone are called coral insects: but they are not really insects, and are no more like insects than you are. Coral polypes is the best name for them, because they have arms round their mouth, something like a cuttle fish, which the ancients called Polypus. But the animal which you have seen likest to most of them is a sea-anemone.

Look now at this piece of fresh coral—for coral it is, though not like the coral which your sister wears in her necklace. You see it full of pipes; in each of those pipes has lived what we will call, for the time being, a tiny sea-anemone, joined on to his brothers by some sort of flesh and skin; and all of them together have built up, out of the lime in the sea-water, this common house, or rather town, of lime. But is it not strange and wonderful?

Of course it is: but so is everything when you begin to look into it; and if I were to go on, and tell you what sort of young ones these coral polypes have, and what becomes of them, you would hear such wonders that you would be ready to suspect that I was inventing nonsense, or talking in my dreams. But all that belongs to Madam How's deepest book of all, which is called the Book of KIND; the book which children cannot understand, and in which only the very wisest men are able to spell out a few words, not knowing, and of course not daring to guess, what wonder may come next.

Now we will go back to our story, and talk about how it was made, and how the stalked star-fish, which you mistook for a flower, ever got into the stone.—Then do you think me silly for fancying that a fossil star-fish was a flower?—I should be silly if I did. There is no silliness in not knowing what you cannot know. You can only guess about new things which you have never seen before, by comparing them with old things, which you have seen before; and you had seen flowers, and snakes, and fishes' backbones, and made a very fair guess from them. After all, some of these stalked star-fish are so like flowers, lilies especially, that they are called Encrinites; and the whole family is called Crinoids, or lily-like creatures, from the Greek word *krinon*, a lily: and as for corals and corallines, learned men, in spite of all their care and shrewdness, made mistake after mistake about them, which they had to correct again and again, till now, I trust, they have got at something very like the truth. No, I shall only call you silly if you do what some little boys are apt to do—call other boys, and, still worse, servants or poor people, silly for not knowing what they cannot know.

But are not poor people often very silly about animals and plants? The boys at the

village school say that slow worms are poisonous; is not that silly? Not at all. They know that adders bite, and so they think that slow worms bite too. They are wrong; and they must be told that they are wrong, and scolded if they kill a slow worm. But silly they are not. But is it not silly to fancy that swallows sleep all the winter at the bottom of the pond? I do not think so. The boys cannot know where the swallows go; and if you told them—what is true—that the swallows find their way every autumn through France, through Spain, over the Straits of Gibraltar, into Morocco, and some, I believe, over the great desert of the Sahara into Negroland: and if you told them—what is true also—that the young swallows actually find their way into Africa without having been along the road before; because the old swallows go south a week or two first, and leave the young ones to guess out the way for themselves;—if you told them that, then they would have a right to say, "Do you expect us to believe that? That is much more wonderful than that the swallows should sleep in the pond."

But is it? Yes; to them. They know that bats, and dormice, and other things sleep all the winter: so why should not swallows sleep? They see the swallows about the water, and often dipping almost into it. They know that fishes live under water, and that many insects like May-flies and caddis-flies and water-beetles—live sometimes in the water, sometimes in the open air; and they cannot know—you do not know—what it is which prevents a bird living under water. So their guess is really a very fair one; no more silly than that of the savages, who when they first saw the white men's ships, with their huge sails, fancied they were enormous sea-birds; and when they heard the cannons fire, said that the ships spoke in thunder and lightning. Their guess was wrong, but not silly; for it was the best guess they could make.

But I know of one old woman who seems silly. She was a boy's nurse, and she gave the boy a thing which she said was one of the snakes which St. Hilda turned into stone; and told him that they found plenty of them at Whitby, where she was born, all coiled up, but what was very odd, their heads had always been broken off. And when he took it to his father, he told him it was only a fossil shell—an Ammonite. And he went back, and laughed at his nurse, and teased her till she was quite angry. Then he was very lucky that she did not box his ears, for that was what he deserved. I dare say that, though his nurse had never heard of Ammonites, she was a wise old dame enough, and knew a hundred things which he did not know, and which were far more important than Ammonites, even to him. Because if she had not known how to nurse him well, he would perhaps have never grown up alive and strong. And if she had not known how to make him obey and speak the truth, he might have grown up a naughty boy.

Now was she not silly? No. She only believed what the Whitby folks, I understand, have some of them believed for many hundred years. And no one can be blamed for thinking as his forefathers did, unless he has cause to know better. What reason could she have to believe the Ammonite was a shell? It is not the least like cockles, or whelks, or any shell she ever saw. What reason either could she have to guess that Whitby cliff had once been coral-mud at the bottom of the sea? No more reason, my dear child, than you would have to guess that this stone had been coral-mud likewise, if I did not teach you so,—or rather, try to make you teach yourself so.

No. I say it again. If you wish to learn, I will only teach you on condition that you do not laugh at, or despise, those good and honest and able people who do not know or care about these things, because they have other things to think of: like old John out there ploughing. He would not believe you—he would hardly believe me—if we told him that this stone had been once a swarm of living things, of exquisite shapes and glorious colors. And yet he can plough and sow, and reap and mow, and fell and strip, and hedge and ditch, and give his neighbors sound advice, and take the measure of a man's worth from ten minutes' talk, and say his prayers, and keep his temper, and pay his debts,—which last three things are more than a good many folks can do who fancy themselves a whole world wiser than John in the smock-frock.

Oh, but you want to hear about the exquisite shapes and glorious colors. Of course you do, little man! A few fine epithets take your fancy far more than a little common sense and common humility; but in that you are no worse than some of your elders. So now for the exquisite shapes and glorious colors. I have never seen them; though I trust to see them ere I die. So what they are like I can only tell from what I have learned from Mr. Darwin, and Mr. Wallace, and Mr. Jukes, and Mr. Gosse, and last, but not least, from one whose soul was as beautiful as his face, Lucas Barrett,

—too soon lost to science,—who was drowned in exploring such a coral-reef as this stone was once.

"Then there are such things alive now?" Yes, and no. The descendants of most of them live on, altered by time, which alters all things; and from the beauty of the children we can guess at the beauty of their ancestors; just as from the coral-reefs which exist now we can guess how the coral-reefs of old were made. And that this stone was once part of a coral-reef the corals in it prove at first sight. And what is a coral-reef like? You have seen the room in the British Museum full of corals, madrepores, brain-stones, corallines, and sea-ferns?

Fancy all those alive. Not as they are now, white stone: but covered in jelly; and out of every pore a little polype, like a flower, peeping out. Fancy them of every gaudy color you choose. No bed of flowers, they say, can be more brilliant than the corals, as you look down on them through clear sea. Fancy, again, growing among them and crawling over them, strange sea-anemones, shells, star-fish, sea slugs, and sea-cucumbers with feathery gills, crabs and shrimps, and hundreds of other animals, all as strange in shape, and as brilliant in color. You may let your fancy run wild. Nothing so odd, nothing so gay, ever entered your dreams, or a poet's, as you may find at the bottom of the sea, in the live flower-gardens of the sea-fairies.

There will be shoals of fish, too, playing in and out, as strange and gaudy as the rest, —parrot-fish that browse on the live coral with their beak-like teeth, as cattle browse on grass; and at the bottom, it may be, larger and uglier fish, which eat the crabs and shell-fish, shells and all, grinding them up as a dog grinds a bone, and so turning shells and corals into fine soft mud such as this stone is partly made of.

But what happens to all the delicate little corals if a storm comes on? What indeed? Madam How has made them so well and wisely, that, like brave and good men, the more trouble they suffer the stronger they are. Day and night, week after week, the trade-wind blows upon them, hurling the waves against them in furious surf, knocking off great lumps of coral, grinding them to powder, throwing them over the reef into the shallow water inside. But the heavier the surf beats upon them, the stronger the polypes outside grow, repairing their broken houses, and building up fresh coral on the dead coral below, because it is in the fresh sea-water that beats upon the surf that they find most lime with which to build. And as they build they form a barrier against the surf, inside of which, in water still as glass, the weaker and more delicate things can grow in safety, just as these very Encrinites may have grown, rooted in the lime-mud, and waving their slender arms at the bottom of the clear lagoon. Such mighty builders are these little coral polypes, that all the works of men are small compared with theirs. One single reef, for instance, which is entirely made by them, stretches along the north-east coast of Australia for nearly a thousand miles. Every island throughout a great part of the Pacific is fringed round each with its coral-reef, and there are hundreds of islands of strange shapes, and of Atolls as they are called, or ring-islands, which are composed entirely of coral, and of nothing else.

"A ring-island? How can an island be made in the shape of a ring?" Ah! it was a long time before men found out that riddle. Mr. Darwin was the first to guess the answer, as he had guessed many an answer beside. These islands are each a ring, or nearly a ring, of coral, with smooth shallow water inside: but their outsides run down, like a mountain wall, sheer into seas hundreds of fathoms deep. People used to believe, and reasonably enough, that the coral polypes began to build up the islands from the very bottom of the deep sea. But that would not account for the top of them being of the shape of a ring; and in time it was found out that the corals would not build except in shallow water, twenty or thirty fathoms deep at most, and men were at their wits' end to find out the riddle. Then said Mr. Darwin, "Suppose one of those beautiful South Sea islands, like Tahiti, the Queen of Isles, with its ring of coral reef all round its shore, began sinking slowly under the sea. The land, as it sunk, would be gone for good and all: but the reef around it would not, because the coral polypes would build up and up continually upon the skeletons of their dead parents, to get to the surface of the water, and would keep close to the top outside, however much the land sunk inside; and when the island had sunk completely beneath the sea, what would be left? What must be left, but a ring of coral-reef, around she spot where the last mountain peak of the island sank beneath the sea?" And so Mr. Darwin explained the shapes of hundreds of coral islands in the Pacific; and proved, too, some strange things besides. He proved (and other men, like Mr. Wallace, whose

excellent book on the East Indian islands you must read some day, have proved in other ways) that there was once a great continent, joined perhaps to Australia and to New Guinea, in the Pacific Ocean, where is now nothing but deep sea, and coral-reefs which mark the mountain ranges of that sunken world.

But how does the coral ever rise above the surface of the water and turn into hard stone? Of course the coral polypes cannot build above the high-tide mark; but the surf which beats upon them piles up their broken fragments just as a sea-beach is piled up, and hammers them together with that water hammer which is heavier and stronger than any you have ever seen in a smith's forge. And then, as is the fashion of lime, the whole mass sets and becomes hard, as you may see mortar set; and so you have a low island a few feet above the sea. Then sea-birds come to it, and rest and build; and seeds are floated thither from far lands: and among them almost always the cocoa-nut, which loves to grow by the sea-shore, and groves of cocoa palms grow up upon the lonely isle. Then, perhaps, trees and bushes are drifted thither before the trade-wind; and entangled in their roots are seeds of other plants, and eggs or cocoons of insects; and a few flowers and a few butterflies and beetles set up for themselves upon the new land. And then a bird or two, caught in a storm and blown away to sea, finds shelter in the cocoa-grove; and so a little new world is set up, in which (you must remember always) there are no four-footed beasts, nor snakes nor lizards, nor frogs, nor any animals that cannot cross the sea.

And on some of those islands they may live (indeed there is reason to believe they have lived) so long, that some of them have changed their forms, according to the laws of Madam How, who sooner or later fits each thing exactly for the place in which it is meant to live, till upon some of them you may find such strange and unique creatures as the famous cocoa-nut crab, which learned men call *Birgus latro*. A great crab he is, who walks upon the tips of his toes a foot high above the ground. And because he has often nothing to eat but cocoa-nuts, or at least they are the best things he can find, cocoa-nuts he has learned to eat, and after a fashion which it would puzzle you to imitate. Some say that he climbs up the stems of the cocoa-nut trees, and pulls the fruit down for himself: but that, it seems, he does not usually do. What he does is this: when he finds a fallen cocoa-nut, he begins tearing away the thick husk and fibre with his strong claws; and he knows perfectly well which end to to tear it from, namely, from the end where the three eye-holes are, which you call the monkey's face, out of one of which, you know, the young cocoa-nut tree would burst forth. And when he has got to the eye-holes, he hammers through one of them with the point of his heavy claw. So far, so good: but how is he to get the meat out? He cannot put his claw in. He has no proboscis like a butterfly to insert and suck with. He is as far off from his dinner as the fox was when the stork offered him a feast in a long-necked jar. What then do you think he does? He turns himself round, puts in a pair of his hind pincers, which are very slender, and with them scoops the meat out of the cocoa-nut, and so puts his dinner into his mouth with his hind-feet. And even the cocoa-nut husk he does not waste; for he lives in deep burrows which he makes, like a rabbit; and being a luxurious crab, and liking to sleep soft in spite of his hard shell, he lines them with a quantity of cocoa-nut fibre, picked out clean and fine, just as if he was going to make cocoa-nut matting of it. And being also a clean crab, as I hope you are a clean little boy, he goes down to the sea every night to have his bath and moisten his gills, and so lives happy all his days, and gets so fat in his old age that he carries about his body nearly a quart of pure oil.

That is the history of the cocoa-nut crab. And if any one tells me that that crab acts only on what is called "instinct," and does not think and reason, just as you and I think and reason, though of course not in words as you and I do, then I shall be inclined to say that that person does not think nor reason either.

"Then were there many coral reefs in Britain in old times?" Yes, many and many, again and again; some whole ages older than this, a bit of which you see, and some again whole ages newer. But look: then judge for yourself. Look at this geological map. Wherever you see a bit of blue, which is the mark for limestone, you may say, "There is a bit of old coral-reef rising up to to the surface." But because I will not puzzle your little head with too many things at once, you shall look at one set of coral-reefs which are far newer than this bit of Dudley limestone, and which are the largest, I suppose, that ever were in this country; or, at least, there is more of them left than of any others.

Look first at Ireland. You see that al-

most all the middle of Ireland is colored blue. It is one great sheet of old coral-reef and coral-mud, which is now called the carboniferous limestone. You see red and purple patches rising out of it, like islands—and islands I suppose they were, of hard and ancient rock, standing up in the middle of the coral sea.

But look again, and you will see that along the west coast of Ireland, except in a very few places, like Galway Bay, the blue limestone does not come down to the sea; the shore is colored purple and brown, and those colors mark the ancient rocks and high mountains of Mayo and Galway and Kerry, which stand as barriers to keep the raging surf of the Atlantic from bursting inland and beating away, as it surely would in course of time, the low flat limestone plain of the middle of Ireland. But the same coral-reefs once stretched out far to the westward into the Atlantic Ocean; and you may see the proof upon that map. For in the western bays, in Clew Bay with its hundred islands, and Galway Bay with its Isles of Arran, and beautiful Kenmare and beautiful Bantry, you see little blue spots, which are low limestome islands, standing in the sea, overhung by mountains far aloft. You have often heard of those islands in Kenmare Bay talked of, and how some whom you know go to fish round them by night for turbot and conger; and when you hear them spoken of again, you must recollect that they are the last fragments of a great fringing coral-reef, which will in a few thousand years follow the fate of the rest, and be eaten up by the waves, while the mountains of hard rock stand round them still unchanged.

Now look at England, and there you will see patches at least of a great coral-reef which was forming at the same time as that Irish one, and on which perhaps some of your schoolfellows have often stood. You have heard of St. Vincent's Rocks at Bristol, and the marble cliffs, 250 feet in height, covered in part with rich wood and rare flowers, and the Avon running through the narrow gorge, and the stately ships sailing far below your feet from Bristol to the Severn sea. And you may see, for here they are, corals from St. Vincent's Rocks, cut and polished, showing too, that they also, like the Dudley limestone, are made up of corals and of coral mud. Now, whenever you see St. Vincent's Rocks, as I suspect you very soon will, recollect where you are, and use your fancy, to paint for yourself a picture as strange as it is true. Fancy that those rocks are what they once were, a coral-reefs close to the surface of a a shallow sea. Fancy that there is no gorge of the Avon, no wide Severn sea—for those were eaten out by water ages and ages afterwards. But picture to yourself the coral sea reaching away to the north, to the foot of the Welsh mountains; and then fancy yourself, if you will, in a canoe, paddling up through the coral-reefs, north and still north, up the valley down which the Severn now flows, up through what is now Worcestershire, then up through Staffordshire, then through Derbyshire into Yorkshire, and so on through Durham and Northumberland, till you find yourself stopped by the Ettrick Hills in Scotland; while all to the westward of you, where is now the greater part of England, was open sea. You may say, if you know anything of the geography of England, "Impossible! That would be to paddle over the tops of high mountains; over the top of the Peak in Derbyshire, over the top of High Craven and Whernside and Penygent and Cross Fell, and to paddle too over the Cheviot Hills, which part England and Scotland." I know it, my child, I know it. But so it was once on a time. The high limestone mountains which part Lancashire and Yorkshire—the very chine and backbone of England—were once coral-reefs at the bottom of the sea. They are all made up of the carboniferous limestone, so called, as your little knowledge of Latin ought to tell you, because it carries the coal; because the coalfields usually lie upon it. It may be impossible in your eyes: but remember always that nothing is impossible with God.

But you said that the coal was made from plants and trees, and did plants and trees grow on this coral-reef? That I cannot say. Trees may have grown on the dry parts of the reef, as cocoa-nuts grow now in the Pacific. But the coal was not laid down upon it till long afterwards, when it had gone through many and strange changes. For all through the chine of England, and in a part of Ireland too, there lies upon the top of the limestone a hard gritty rock, in some places three thousand feet thick, which is commonly called "the mill-stone grit." And above that again the coal begins. Now to make that 3,000 feet of hard rock, what must have happened? The sea-bottom must have sunk, slowly no doubt, carrying the coral reefs down with it, 3,000 feet at least. And meanwhile sand and mud, made from the wearing away of the old lands in the North, must have settled down upon it. I say

from the North—for there are no fossils, as far as I know, or sign of life, in these rocks of mill-stone grit; and therefore it is reasonable to suppose that they were brought from a cold current at the Pole, too cold to allow sea-beasts to live, quite cold enough, certainly, to kill the coral insects, who could only thrive in warm water coming from the South.

Then, to go on with my story, upon the top of these mill-stone grits came sand and mud, and peat, and trees, and plants, washed out to sea, as far as we can guess, from the mouths of vast rivers flowing from the West, rivers as vast as the Amazon, the Mississippi, or the Orinoco are now; and so in long ages, upon the top of the limestone and upon the top of mill-stone grit, were laid down those beds of coal which you see burnt now in every fire.

"But how did the coral-reefs rise till they became cliffs at Bristol and mountains in Yorkshire?" The earthquake steam, I suppose raised them. One earthquake indeed, or series of earthquakes, there was, running along between Lancashire and Yorkshire, which made that vast crack and upheaval in the rocks the Craven Fault, running, I believe, for more than a hundred miles, and lifting the rocks in some places several hundred feet. That earthquake helped to make the high hills which overhang Manchester and Preston and all the manufacturing county of Lancashire. That earthquake helped to make the perpendicular cliff at Malham Cove, and many another beautiful bit of scenery. And that and other earthquakes, by heating the rocks from the fires below, may have helped to change them from soft coral into hard crystalline marble as you see them now, just as volcanic heat has hardened and purified the beautiful white marbles of Pentelicus and Paros in Greece, and Carrara in Italy, from which statues are carved unto this day. Or the same earthquakes may have heated and hardened the limestones simply by grinding and squeezing them; or they may have been heated and hardened in the course of long ages simply by the weight of the thousands of feet of other rock which lay upon them. For pressure, you must remember, produces heat. When you strike flint and steel together, the pressure of the blow not only makes bits of steel fly off, but makes them fly off in red-hot sparks.

When you hammer a piece of iron with a hammer, you will soon find it get quite warm. When you squeeze the air together in your pop-gun, you actually make the air inside warmer, till the pellet flies out, and the air expands and cools again. Nay, I believe you cannot held up a stone on the palm of your hand without that stone after a while warming your hand, because it pressses against you in trying to fall, and you press against it in trying to hold it up. And recollect above all the great and beautiful example of that law which you were lucky enough to see on the night of the 14th of November, 1867, how those falling stars, as I told you then, were coming out of the boundless space, colder than any ice on earth, and yet, simply by pressing against the air above our heads, they had their motion turned into heat, till they burned themselves up into trains of fiery dust. So remember that wherever you have pressure you have heat, and that the pressure of the upper rocks upon the lower is quite enough, some think, to account for the older and lower rocks being harder than the upper and newer ones.

But why should the lower rocks be older and the upper ones newer? You told me just now that the high mountains in Wales were ages older than Windsor Forest upon which we stand: but yet how much lower we are here than if we were on a Welsh mountain.

Ah, my dear child, of course that puzzles you, and I am afraid it must puzzle you still till we have another talk; or rather it seems to me that the best way to explain that puzzle to you would be for you and me to go a journey into the far West, and look into the matter for ourselves; and from here to the far West we will go, either in fancy or on a real railroad and steamboat, before we have another talk about these things. Now it is time to stop. Is there anything more you want to know? for you look as if something was puzzling you still.

"Were there any men in the world while all this was going on?" I think not. We have no proof that there were not; but also we have no proof that there were; the cave-men, of whom I told you, lived many ages after the coal was covered up. You seem to be sorry that there were no men in the world then. "Because it seems a pity that there was no one to see those beautiful coral-reefs and coal-forests." No one to see them, my child? Who told you that? Who told you there are not and never have been any rational beings in this vast universe, save certain weak, ignorant, short-sighted creatures shaped like you and me? But even if it were so, and no created eye had ever beheld those ancient wonders,

and no created heart ever enjoyed them, is there not One Uncreated who has seen them and enjoyed them from the beginning? Were not these creatures enjoying themselves each after their kind? And was there not a Father in heaven who was enjoying their enjoyment, and enjoying too their beauty, which He had formed according to the ideas of His Eternal Mind? Recollect what you were told on Trinity Sunday—that this world was not made for man alone: but that man, and this world, and the whole universe were made for God: for He created all things, and for His pleasure they are, and were created.

WAKING UP MIND.

PROF. W. H. PAYNE.

I HOPE no reader of the *Moderator* who is pursuing the Reading Circle course will fail to study Mr. Page's chapter on "Waking up Mind." It will suggest to every thoughtful teacher a method of giving much valuable instruction in natural science. Teachers often complain that they lack books and apparatus; but the very best of instruction may be given without either. Certain facts or phenomena are familiar to all children; and the instruction I have in mind is designed to *explain* these phenomena, or to make them comprehended, and also to give children some facility in the art of thinking. Every phenomenon is a complex affair, and the art of thinking is to resolve it into its elements to the end that it may be understood, that is, seen in its various relations. The way to defeat this purpose is to *tell* the child the explanation of such or such a thing. The way to promote the habit of thinking is to excite the child's mental activities by deft questions, and so lead him to make the resolution for himself. The first little success will give him a delicious sense of power, and so will whet his appetite for larger undertakings. Every country school has some boy whom deft management might lead to become a thinker, if not a philosopher.

Such exercises as I have in mind should be "saved up" as intellectual luxuries. They should be brought forward at unexpected moments so as to provoke a shock of grateful surprise. To advertise them by giving them a fixed place in the official program would be to rob them of their peculiar charm. Leaden skies sometimes hover over the school-room, and at such moments it is a mercy to excite a new sensation. A teacher who has tact can use these little lessons in familiar science for this purpose. The stupid teacher will spoil the whole scheme by trying to give a verbal reproduction of the simple examples that I here propose. The mere mode of procedure is of but little account. It is the spirit only that is worth reproducing. I cannot anticipate one of the answers that a class would return to a set question; but every one of twenty different answers would give an unforseen turn to the lesson. Every good teacher will shape his course by some pole-star. This pole-star is a clearly defined purpose. To know the end is in a certain sense to know the way.

LESSONS ON WATER.—I.

Ice and steam are forms of water.

T.—What will happen if a kettle containing ice be heated over a fire?

P.—The ice will melt.

T.—What do you mean by melting?

P.—The ice will be changed into water.

T.—What will happen if the kettle of water be left out of doors over a cold winter's night?

P.—In the morning it will be solid ice.

T.—What, then, is ice?

P.—Ice is water in a solid form.

T.—What is water?

P.—Water is ice changed to a liquid form.

T.—What would happen if the water be put in a tea-kettle and boiled for a long time?

P.—It would disappear and the kettle would become dry.

T.—What would become of the water?

P.—It would be changed to steam.

T.—On washing-days, in winter, drops of water run down the windows. Where does this water come from?

P.—It is the steam which has been turned back into water by becoming cold.

T.—On winter mornings, the kitchen windows are sometimes covered with ice. Where does this ice come from?

P.—First it was steam, then it becomes water, and in very cold weather it becomes ice.

T.—Steam, water, and ice are therefore different forms of the same substance.

II.

T.—How was it in the first lesson, that ice became water?

P.—The ice became water by being heated.

T.—What was added to the ice that turned it into water?

P.—I do not understand you.

T.—Have you ever burned your tongue with hot tea?

P.—Yes; and my fingers with hot potatoes.

T.—Very well; where did this heat come from?

P.—It came from the fire in the stove.

T.—Then when water is boiled heat is added to it?

P.—I see now. When ice is melted heat is added to it and it becomes water.

T.—What, then, is water?
P.—Water is ice and heat.
T.—And what is steam?
P.—Steam is water and heat.
T.—What must be taken from water in order to change it into ice?
P.—Water must lose some of its heat.
T.—Then what is ice?
P.—Ice is water less heat.
T.—What, then, is water?
P.—Water is steam less heat.

III.

T.—Have you observed that in summer when water is sprinkled on the floor it soon disappears?
P.—O, yes. It is soon gone and the floor is as dry as ever.
T.—What has become of the water?
P.—I do not know.
T.—O yes you do. When the tea-kettle becomes dry what has become of the water?
P.—It had been changed to steam.
T.—Can you see the steam anywhere?
P.—We cannot see it, but it is in the air.
T.—When water becomes invisible in this way we call it vapor. Steam is the vapor of water. Now try to tell me what became of the water that had been sprinkled on the floor.
P.—It became steam or vapor and was lost in the air.
T.—But how does water become steam?
P.—By adding heat to it.
T.—Where did the heat come from that changed the water on the floor to vapor?
P.—The floor was warm and some of this heat was added to the water.
T.—Have you noticed that a room becomes cooler when water is sprinkled on the floor?
P.—O, yes. This is why it is done.
T.—Why does the room become cooler.
P.—Because the water takes some of its heat when it becomes vapor.
T.—Why does it become cooler after a shower?
P.—Because the water disappears and takes heat away with it.

IV.

T.—Now let me put into a few words what you have told me in this lesson: When ice becomes water, and when water becomes steam, heat is taken away from surrounding objects and they become cooler.

In a way similar to this, the converse truth may be taught: When vapor becomes water, and when water becomes ice, heat is imparted to surrounding objects and they become warmer.

Such lessons as I have now indicated are not designed for infants, but for pupils ten to twelve years of age. It is probable that in many cases several questions must be interpolated between my question and the assumed answer. I assume an answer to show where the pupil ought finally to come out. The replies given by pupils are often far beyond the wisest teacher's foreknowledge, and it requires unusual coolness, persistence, and patience to thread this labyrinth.—*The Moderator.*

THE BRIDAL WINE-CUP.

"PLEDGE with wine, pledge with wine," cried the young and thoughtless Harvey Wood. "Pledge with wine," ran through the bridal party.

The beautiful bride grew pale; the decisive hour had come. She pressed her white hands together, and the leaves of the bridal wreath trembled on her brow; her breath came quick, and her heart beat wilder.

"Yes, Marion, lay aside your scruples for this once," said the judge in a low tone, going toward his daughter; "the company expect it. Do not so seriously infringe upon the rules of etiquette. In your own home do as you please, but in mine, for this once, please *me*."

Pouring a brimming cup, they held it, with tempting smiles, toward Marion. She was very pale, though composed; and her hand shook not, as smiling back, she gracefully accepted the crystal tempter, and raised it to her lips. But scarcely had she done so when every hand was arrested by her piercing exclamation of "Oh, how terrible!"

"What is it?" cried one and all, thronging together, for she had carried the glass at arm's length, and was fixedly regarding it.

"Wait," she answered, while a light which seemed inspired shone from her dark eyes—"wait, and I will tell you. I see," she added slowly, pointing one finger at the sparkling ruby liquid, "a sight that beggars all description; and yet listen; I will paint it for you, if I can. It is a lovely spot; tall mountains, crowned with verdure, rise in awful sublimity around; a river runs through, and bright flowers grow to the water's edge. But there a group of Indians gather; they flit to and fro with something like sorrow upon their dark brows. And in their midst lies a manly form, but his cheek, how deathly! his eyes wild with the fitful fire of fever. One friend stands before him—nay, I should say, kneels; for see, he is pillowing that poor head upon his breast.

"Oh, the high, holy-looking brow! Why should death mark it, and he so young? Look, how he throws back the damp curls! See him clasp his hands! Hear his thrilling shrieks for life! Mark how he clutches at the form of his companion, imploring to be saved! Oh! hear him call piteously his father's name, see him twine his fingers together as he shrieks for his sister—his only sister, the twin of his soul, weeping for him in his distant native land.

"See!" she exclaimed, while the bridal party shrank back, the untasted wine tremb-

ling in their faltering grasp, and the judge fell overpowered upon his seat—"see! his arms are lifted to heaven—he prays—how wildly! for mercy; hot fever rushes through his veins. He moves not; his eyes are set in their sockets; dim are their piercing glances; in vain his friend whispers the name of father and sister—death is there—death, and no soft hand, no gentle voice to soothe him. His head sinks back; one convulsive shudder—he is dead!"

A groan ran through the assembly. So vivid was her description, so unearthly her look, so inspired her manner, that what she described seemed actually to have taken place then and there. They noticed, also, that the bridegroom hid his face in his hands, and was weeping.

"Dead!" she repeated, her lips quivering faster and faster, and her voice more broken. "And there they scoop for him a grave; and there, without a shroud, they lay him down in that damp, reeking earth, the only son of a proud father, the only idolized brother of a fond sister. There he lies, my father's son, my own brother, a victim to this deadly poison. Father!" she exclaimed, turning suddenly, while the tears rained down her beautiful cheeks, "father, shall I drink it now?"

The form of the old judge was convulsed with agony. He raised not his head, but in a smothered voice he faltered:

"No, no, my child; no!"

She lifted the glittering goblet, and letting it suddenly fall to the floor, it was dashed in a thousand pieces. Many a tearful eye watched her movement, and instantaneously every wine-glass was transferred to the marble table on which it had been prepared. Then, as she looked at the fragments of crystal, she turned to the company, saying: "Let no friend hereafter who loves me tempt me to peril my soul for wine. Not firmer are the everlasting hills than my resolve, God helping me, never to touch or taste the poison cup. And he to whom I have given my hand, who watched over my brother's dying form in that last solemn hour, and buried the dear wanderer there by the river in that land of gold, will, I trust, sustain me in that resolve."

His glistening eyes, his sad, sweet smile, were her answer. The judge left the room, and when, an hour after, he returned, and with a more subdued manner took part in the entertainment of the bridal guests, no one could fail to read that he had determined to banish the enemy forever from his princely home.

HOW JIM TURNER BROKE UP THE SCHOOL.

"THAT is the school house, is it?" enquired Miss Alice Ray, the new teacher, as the farmer's plodding team passed by a little white house, standing endwise to the road and enclosed in a rather dilapidated fence.

"Yes, that's where you'll hold forth," replied Uncle Zeke Woodburn, "but I'm afeerd you won't hold out long, fur we've got the toughest set of boys in the State," and Uncle Zeke gave a kind of crackling little laugh as he thought of the timid, demure little damsel at his side controlling the boys of Bear Creek school.

"But don't the directors expel them when they are beyond the control of the teacher?" asked Alice, her heart beginning to sink at the prospect before her.

"Expel 'em! no, we never expel nobody; if a teacher can't boss the school we just let it boss him; it ain't our fight, and the school here generally bosses the teacher, and thar's been some purty good men licked in that school house by the boys."

"I did not know the school was so unruly," said poor Alice, wishing heartily she had hired out as a washerwoman instead of trying to teach the savages of Bear Creek.

"Oh, well, mebbe it won't be so bad this winter; thar's Jim Turner, he's one of the toughest of 'em; he'll be twenty-one in a month, and you'll get rid of him, but thar's the Bradley boys, they are mighty nigh as bad."

Poor Alice listened with a sinking heart. The cold, hard duties before her were dreary enough at best; but to go alone and unknown into a strange neighborhood to teach her first school, and to be met at the outset by such dark prophecies made her feel homeless indeed.

She was naturally a timid, shrinking little thing, and if she had possessed anywhere on the whole broad earth a roof to shelter her, she would have turned back from the Bear Creek school even then.

But she had no home. Her mother had died when she was but fourteen, and she had kept house for her father two years when he died, leaving Alice all alone. Before his death he advised her to expend the little sum he would be able to leave her in fitting herself for a teacher, and Alice had fulfilled his request so literally that when she had completed her course of study at the Normal school she had barely ten dollars left, and when she paid Uncle Zeke for hauling her and her little trunk from the nearest railroad town to the district where she was to teach she had but five dollars left.

On Monday morning as she started for the school house she felt as if she was going to the scaffold; her course of pedagogics in the Normal institute had included no such problem as this school promised to be, and, if it were not for the very shame, she would have given her single five dollar bill to take her back to the railroad and pay her fare to R., the town where she had attended school.

When she arrived at the school house about twenty or thirty pupils were grouped around

talking, but a spell of silence fell upon them as she walked up and greeted them with a "good morning," which was more like the chirp of a frightened bird than anything else. As she unlocked the door and entered what she had already begun to regard as a chamber of torture, three or four slowly followed her into the room and depositing their books upon the whittled desks, took seats and fixed their eyes upon her with a steady stare that did not help to strengthen her nerves.

All the rules and regulations of her theory and practice for "Opening school the first day" seemed to vanish and leave her brain whirring in dizzy helplessness. She tried to think of some cheerful remark, but her brain refused to form the thought and her tongue clove to the roof of her mouth. She could see in the faces of her pupils, most of whom were now in the school room, that they were aware of her fright and enjoyed it thoroughly. By a strong effort she partially recovered herself and bravely resisted the temptation to lean her head on the desk and have a good cry. She felt that she must do something or faint, so she rang the bell, although it lacked fifteen minutes of nine. She then began taking down the names and ages of the pupils, and by the time this was completed she began to feel more at ease. She then began examining the pupils in the different branches in order to assign them to their proper classes. She had finished the examination in all the the branches except the advanced reading class, which was principally composed of grown girls and young men; among whom was the terrible Jim Turner, of whom she had been warned.

Several of the class had read, and it was now the turn of Moses Bradley, a huge, heavy-set fellow, with small, malicious eyes, and a general air of ruffianism.

When he has called upon to read he did not rise from his seat, but began to read in a thick, indistinct voice from a book hidden in his lap.

"Mr. Bradley, will you please stand up when you read?" asked Alice.

"I kin read jest as well settin' down," replied the fellow, with a dogged air.

"But it is one of the rules in a reading class to stand up to read," said Alice, her heart quaking with fear as she foresaw the incipient rebellion.

"I reckon you will have to make a new rule for me, then," impudently answered Mose, glancing sideways at his companions with a grin of triumph.

"If you do not obey me I shall be obliged to punish you," said Alice, bravely, although she could scarcely stand up.

"I guess all the punishing you could do wouldn't break any of my bones," retorted the ruffian, leering at her impudently.

"But I can break your bones for you in half a minute, and I'll do it, if you don't stand up and read as the teacher asked you to," said a voice at the other end of the class, and Alice looked in that direction and saw Jim Turner step from the class and face the astonished Mose.

Mose's insolent manner abated in an instant, his face turned pale, and he muttered something about not being bossed by other boys, but he stood up as he was commanded. Alice could have kissed her young champion for very gratitude, but she mustered all the dignity she could command and said: "Mr. Turner, I cannot allow you to interfere in the management of my school; take your seat." The youth obeyed her without a word but kept his eye on Mose, as if watching for any delinquency. After this little episode the exercises proceeded without interruption till noon.

Alice had no appetite for dinner. She leaned her throbbing head upon the desk and wondered wearily how long she could endure this.

She was aroused by one of the little girls rushing up to her, exclaiming: "Teacher, teacher, the big boys are fighting." She followed the child, exclaiming: "Oh, why did I ever come into such a den of wild beasts?" At the rear of the school house stood Jim Turner, engaged in a hand-to-hand combat with Mose Bradley and his two brothers, both of whom were grown. As Alice stepped around the corner Jim sent Mose reeling to the earth, and then turned like a lion upon his two remaining assailants. They rushed at him from two sides, but Jim was active as a panther, and Bill Bradley fell as if shot from a left-handed blow, and his brother Tom followed him in an instant. By this time Mose had secured a ball bat and rushed upon Jim, but the latter evaded the blow, wrenched the bat from his hand, and knocked Mose headlong with a blow of his fist.

As the discomfited trio rose, Jim laughed lightly, and asking them "how they liked it as far as they had got," picked up the bat he had wrenched from Mose, and called out: "Come on, boys, let's have a game of ball."

The combat ended so quickly that Alice had no chance to interfere, but she felt that it would not do to let this open violation of school rules pass unpunished, so she rang the bell. When the pupils were assembled, she called the culprits up to the desk, and asked what the fight was about, and who began it. The Bradleys stood sullen and silent, but Jim answered, "I would rather not tell what it was about, but I begun it by knocking Mose Bradley down." Alice knew the fight was the result of Jim's espousal of her cause in the reading class, and her voice faltered as she said: "Then I shall have to punish you; hold out your hand."

Jim obeyed her instantly. She took up the rule with a trembling hand, and began the punishment. Jim's face never changed a muscle. The look upon it was one of quiet obedience in which there was no trace either of bravado or sullenness. As Alice inflicted the blows upon the hand so quietly held out to her, the thought rushed upon her mind that she was smiting the only hand that had been raised to befriend her in all that lawless region.

Her face grew deathly pale, her blows fell falteringly, the tears began to run down her cheers, the rule fell from her hand, she sank into her seat, buried her face in her hand, and burst into a storm of sobs.

Then Jim's countenance changed. His lip

quivered, he dashed his hand across his eyes to clear them of an unnatural dimness, and a great lump in his throat seemed to choke him. A chuckle from Mose Bradley recalled his self-possession, however, and he took a step or two toward the latter, with eyes that fairly blazed with hot indignation.

Mose rapidly retreated a step or two, and his chuckle died an untimely death, and for a full moment silence reigned over the school-room. At last Alice raised her head and in a broken voice dismissed the pupils to the play-ground.

As the children passed out, she heard some one say, "So you got a whipping after all, Jim," and Jim's reply, "Yes, and I got enough to pass some of it around if anybody is very anxious about it."

At one o'clock Alice rang the bell with a feeling of utter despair; but no school ever moved more smoothly than did her school that evening. Quiet obedience, study, good lessons and respectful attention were universal. But Alice had determined to quit the school; she felt as if she would rather be the poorest washer-woman than to be badgered, bullied, and tortured for months at a time by a set of brutal ruffians, whose parents employed her for the sole purpose of enduring this martyrdom.

So when Alice locked the school house door that evening, it was with a mingled feeling of relief and humiliation that she started to offer her resignation to the directors. As she left the school house she saw Jim Turner a few yards ahead of her walking rapidly in the direction of his home.

She called his name in a quiet tone, and he stopped and respectfully waited until she had overtaken him.

"Mr. Turner," she said, "I am going away in the morning, and wish to thank you for your brave defence of me at school to-day, and to ask your forgiveness for the punishment I unjustly inflicted on you," and in her earnestness Alice held out her little, trembling hand, and Jim instantly grasped it.

"I have nothing to forgive," said he; "you could not do otherwise and neither could I; but you are surely not intending to quit the school so soon?"

"Yes," answered Alice, "I would rather die than pass through three months of such scenes as I have to-day."

"But you will have no more trouble; there is no one in the school that would be at all likely to give you trouble, except the Bradley boys, and as long as I am there I will answer for their good behavior."

At last Jim's eloquence prevailed, and Alice finally consented to teach a week longer. And at the end of that time she decided to stay, for never did a school move along more smoothly. At her request Jim was allowed to remain during the term, and as soon as it closed he went to college.

Alice taught the Bear Creek school successfully for three years; but in the end Uncle Zeke's predictions were verified, for Jim Turner came back and broke up the school.

He married the teacher.

CONCERNING OBSERVATION.

BY SUPT. CHAS. JACOBUS.

KNOWLEDGE sought out by observation or self-obtained, is said to carry with it always certain pleasurable feelings, and this to all seekers after knowledge becomes only an incentive to further and deeper thought. "Painful lessons," says another, "will make knowledge repulsive; pleasurable lessons will make it attractive." And Herbert Spencer truly says, "The men to whom in boyhood information came in dreary tasks, along with it threats of punishment, and who were never *led* into *habits of independent inquiry*, are unlikely to be students in after years, while self-instruction commenced in youth is likely to continue through life." It is contended that children should be kept from reading even till habits of observation and reflection have gotten a start, for if knowledge be acquired from reading alone it is obtained, so to speak, "*second-hand.*" A beginning can not, therefore, be made too early in teaching children, so that they may *see*, and *feel*, and *hear* what is going on around them. The skillful asking of questions when any object of nature is under examination opens up new fields to the mind of the youthful disciple, and soon he will be able to take the initiative. Pestalozzi said: "If I look back and ask myself what I have really done towards the improvement of elementary education, I find that in recognizing observation (*Anschauung*) as the absolute basis of all knowledge, I have *established* the first and most important principle of instruction." So many pass through the world not knowing the wonders that are really under their feet and around them on every hand. A vigorous mind puts it as follows:

"God has placed us in a world in which He means us to admire its beauty and its glory. There are beauties and wonders, and God made them all, and we can look from this world into the very arch of heaven, and it is simply impossible to judge the difference in degrees of happiness illustrated by the mind of a man who has gone through this world with a hearing ear and a seeing eye, and of another man who has been suffered to grow up blind and deaf to the glories of this planet in which God has placed him."

The observation of nature is here principally contended for. Every child may easily be made a lover of nature and a sharp observer thereof; and to direct the observation of children by careful questions leading thereto, should be the special object of every

teacher of youth. Then, if started on the right path, when the teacher's hand is no longer present to guide, the young mind will have become sufficiently strong to proceed in the path marked out, independently, and with increasing satisfaction and delight. Happy the youthful mind whose teacher is able properly to direct its habits of observation, and thus prepare it for the greatest subsequent efficiency in after years.

The following story from the *Penn Monthly*, which is quite *apropos*, is related of Agassiz, and it is sufficiently characteristic of this remarkably accurate observer to have the merit of probability. We are told that once upon a time the professor had occasion to select an assistant from one of his classes. There were a number of candidates for the post of honor, and finding himself in a quandary as to which one he should choose, the happy thought occurred to him of subjecting three of the more promising students in turn to the simple test of describing the view from his laboratory window, which overlooked the side-yard of the college. One said that he saw merely a board fence and a brick pavement; another added a stream of soapy water; a third detected the color of the paint on the fence, noted a green mold or fungus on the bricks, and evidences of "bluing" in the water, besides other details. It is needless to tell to which candidate was awarded the coveted position.

N. Y. School Journal.

"AS I SAW IT."

BY REV. THOMAS K. BEECHER.

A SUMMER morning, early; a short ride past ancient cemeteries; a grass-grown carriage-way between rows of corn, cool with dew; a modest brick house, that might be mistaken for a mission chapel, with its steep roof and lancet-topped windows; broad two-leafed front door; marble tablet above it inscribed in bold old English text: "Crematorium." Four friends, an undertaker, and our dead. We enter.

A cool room—almost cold; a smooth, brown stone floor; walls grained oak; six windows, all open, on three sides of the high church-like room. The fourth wall, opposite the door, broken by two flat-arched iron doors—black. Revealed rafters and roof of iron, high up. Sunbeams slanting low through the two east windows; a bier framed honestly and hip-high, on wooden casters; a latticed cradle of iron, with low sides, and coffin-shaped, resting on the rollers of the bier; a form head to foot in moistened white lying on the cradle and wholly visible, until a fringed pall of decent black is reverently adjusted, draping the bier to the floor. A few minutes of silence, waiting.

One of the two windows at the level of the cradle is opened in the otherwise cold, black oaken wall; the bier is rolled up to its sill; a moment's delay; by unseen influence the cradle slides slowly forward through the door, the pall retreating at the sill; the white form emerges gradually from its concealment, enters, and for three seconds or less may be seen lying motionless *on* and *in* a silent sunset glow. The heavy door swings shut, and is set home tightly to his seat. Nothing more.

All that belongs to the earth of him we loved we gather in their whiteness and have given to the earth. All that belonged to the air we set free to fly away on invisible wings in the sunshine. We have heard the Master say: *Loose him and let him go*—and we have obeyed.

Elmira Advertiser.

CONTENTMENT.

BY C. C. FRASER-TYTLER.

"As having nothing, and yet possessing all things."

A crazy door, low moaning in the wind,
The beat and patter of the driving rain.
Thin drifts of melting snow upon the floor,
Forced thro' the patch upon the broken pane.

One chair, a little four-legged stool, a box
Spread with a clean white cloth and frugal fare,
This is the home the widow and her lad,
Two hens, and his grey cat and kittens, share.

"Ben, it's full time thee was in bed," she says,
Drawing her furrowed hand across his locks.
"Thee's warmed th' toes enough, the fire won't last,
Pull to th' coat—I'll put away the box.

"Then say th' prayers—that's right, don't pass 'em by,
The time's ill-saved that's saved from God above,
And doan't forgit th' hymn—thee never has,
And choose the one th' father used to love.

"Now, lay'ee down—here, give the straw a toss;
Doan't git beneath the winder—mind the snow—
I like that side—I'll cover 'ee just now,
The boards is by the fire—they're warm, I know."

No blanket wraps the lithe half-naked limbs,
But love, that teaches birds to rob their breast,
To warm their younglings—love deviseth means
To shield this youngling from the bitter east.

The warm boards laid about the weary child,
He turns a smiling face her face towards—
"Mother," he says, soft pity in his tone,
"What do the poor boys do that have no boards?"

The Day of Rest.

THIS tangled web of mine,
Wherein I find so little good or fair,
May yet, if trusted to Thy love and care,
Take on a light divine;
And "through the glass" I see
That even my mistakes, my faults, my sins,
Have taught me how Thy comforting begins,
And shown the way to Thee.
How all these wrongs we see
Can lead to right, I do not understand;
But ere the daylight breaks, I clasp Thy hand,
And trust myself to Thee.

THE CONFLICT OF TWO IDEALS.*

BY COL. F. W. PARKER.

THERE are two ideals in education,—the one of limitation, the other of freedom. We must know whence we came, and the history of the past with all its traditions, in order to know whence our ideals have come. All progress has been made by the discovery and the *application* of truth. Real progress has been along the line of the lowest state of society. The real history of a people is the history of its humblest homes. The history of the ideal of limitation is the history of the world. Let me use England, China, and Prussia as illustrations.

The problem with England for the last twenty-five years, has been how to keep its poorest subjects in subjection to the monarch with the least trouble. Her policy has been to keep them in ignorance. But in Prussia, that little kingdom which Frederick the Great said he would make so powerful that no nation should be able to conquer it, a different policy was pursued. All her men were trained to make good artisans and brave soldiers, who would stand and be shot down upon the field of battle.

This end was attained through the furnishing of food for the *intellectual* as well as for the physical development of all her citizens. Little did the wise ruler of Prussia know that his people were being trained by means of object lessons. But a change came. There was to be a conflict of the two ideals. Prussia represented the school of object teaching, in which the ideal of freedom had slowly but unconsciously sprung into being.

Neighboring countries, as Germany and Russia, in their schools had the idea of limitation. Russia looked over to Prussia and said, "Your people are taught to think. Stop it!" It is generally supposed that to Wellington belongs the glory of defeating Bonaparte. But the Germans say that the credit of that great victory is due to the Prussian troops.

In the course of time there was a revolution in Prussia. The people cried aloud for certain rights, which the monarch did not wish to grant. He was in trouble. He sought for advice. Again Russia cried out, "Your subjects are taught to think. You must stop it! Turn out your free school masters! Give the children text-books. Have them learn dogmatic statements. There is no other way under heaven for you to control your people. Enslave their minds, and their bodies will be willing subjects."

The advice was taken. Diesterweg was banished. Why? Simply because he had evolved thought from his pupils. But Bismarck, the great statesman, although an Absolutist, appointed a Cultus-Minister who believed in the ideal of freedom. Under him the school masters were re-instated. They said, "Now we can have our object-teaching and our freedom." What was the result? The German marched against France and conquered her.

Socialism, the form under which the ideal of freedom manifests itself, reared its threatening head. Once more the books were brought in, and the tide of freedom was turned back into the channel of limitation. I make the brief statement that limitation is the ideal, quantity the method, and dependence the result.

In the lives of such men as Socrates we perceive the doctrine of harmonious growth exemplified. Also in the lives of such men as Pestalozzi, Frœbel, and Horace Mann, do we perceive the same fact illustrated.

What does their doctrine of education mean? Simply that the work of every man is to make himself free. Verily, the truth shall make you free.

When this Republic was founded, it became possible for freedom in education to appear. No longer the subjects of a king, each subject became a king. The free schools were founded. That every child should have an education was the purpose of the young republic. Never before had any other nation attempted to carry out so gigantic an undertaking.

But let us examine more carefully this ideal of freedom. According to it, it became necessary to know the whole being. How much do we know about ourselves? It is necessary to know the subjects used to develop this being. Thus a course of study becomes only a means to this end—simply a means of growth. But suppose the subjects are known, how are we to make a suitable course of study? This is a question which I would have answered more readily twenty years ago than to-day. It is a great question.

Colleges and universities should be condemned in no mild terms for their failure to adapt matter to mind. They ought to be arraigned for upholding the limitation ideal.

According to the old ideal, everything is based upon quantity. Everything is put into the expression, "So much in so many hours." Have they gone through the book,

* A lecture delivered before the Frœbel Institute of North America, at Madison, Wisconsin.

or through with the work prescribed? are the questions asked by anxious superintendents.

If the ideal of limitation is right, then is the system of marking used in a school right and consistent. But their results seem to be terrible. According to the other ideal, there are no scales that can weigh the results we seek—the building of character.

The course of study is made for them, and not they for the course of study. A school can be made like a watch, a very machine, but the results of such machine work should be feared.

What is reading under the old ideal? It is the pronunciation of words with the regularity of a trip-hammer. (Laughter.) Reading ought to be the getting of thought.

"Oh I have a method of casting out the nines," says one teacher. She tells the method to the pupils, and asks whether they see it? They generally lie, and say yes. The Pestalozzian motto of "Ideas before words," makes arithmetic what it ought to be. Geometry under the ideal of limitation consists in the learning of propositions. "How many have you learned?" is the question. But under the new ideal it is made a means of developing power to think at every step. But what is Geography according to the limitation ideal? Simply a grand confusion of facts, while it should be made a basis for history, and another means for mental growth.

A man said to me the other day, "If I didn't get the words of my Geography when a boy, just as they were in the book, I got a flogging." That man is a living example of the ideal of limitation. "Children must be held in their seats," said a master. "If I go by your school, and find it quiet, I know that you are teaching a good school, but if it is noisy, then I know it is a poor school."

I was criticised at Quincy because the pupils in the schools did not behave like so many machines. The screws of limitation as to discipline were not down tight enough. I remember visiting a school in which the children sat very still. They looked straight before them and stared at the walls. Their eyes had the expression of inmates of an insane asylum. When asked a question, a current of electricity seemed to set their mouths in motion, and the words came out. What were these children trained for? For the docile subjects of others; to be ruled over by political bosses. If our John Kellys are to be deprived of their unjust power, our children must be properly trained in the schools. When the child learns to choose for himself, that moment he is free.

There may be a little confusion at first in the set order of doing things, by being less strict in rules and regulations, while the children are learning to take care of themselves. The learning of self-control in the schools is of immense importance.

Dogmatic statements fetter the minds of the children. They prevent mental action. I have said that every child is born a naturalist. His greatest tendency is to seek for the truth. Curiosity is implanted within him as the germ which shall stimulate his mind to continued investigation. It is the divine spark. Thus, dear teacher, did you ever think that when you are chaining the child to his book and to his seat, you are also chaining the mind of that child? Have you ever seen a child discover anything? If you have not, you ought to at once. The delight and the growth of mind as a resultant will please you so that you will never wish to try your chaining plans again.

The old idea developed, and very naturally so, intolerance—intellectual intolerance. When Socrates drank the bowl of hemlock he was an example of the intolerance of his age. Christ nailed to the cross was another. In every age the apostles of freedom have been met with the abuse of intolerance. When Comenius discovered his picture book and argued for its use in the schools he was ridiculed. The schoolmen arose in their wrath and said, "Away with your new-fangled notions." The age had so improved upon the preceding ones that they could not give the hemlock or nail to the cross, but they made the life of Comenius bitter nevertheless. Again, Horace Mann in our day and in our country was an example of intolerance. His love was in his work. He served his State on a small salary. He traveled in Europe to get ideas that would benefit his country. When he said that reading could be taught without learning the alphabet, that there was a better way of learning to spell, that so much flogging in schools was not necessary, also that the children of deaf mutes could be made to articulate, he was assailed with all the bitterness and with all the invectives that his opponents, who were legion, were capable of using. They did not burn him, it is true.

The worst outcome of the old ideal is intolerance. There has been quite a good deal of oratory in its defense. I call it the oratory of consolation. In every school

district we find this kind of oratory. The school committee-man comes to visit the school, and says, "I am very much pleased with all I have seen to-day." This kind of oratory of consolation is practiced all the way up from the district school to the National Convention. I have only feelings of sorrow for those who will persist in working at the beck and nod of dead kings.

Kindergartners should be modest, not setting themselves above their sisters in primary work, and saying, "We know all about it—you don't." There should be a cordial feeling between both classes of teachers. Whenever Kindergarten work becomes a deadening process, then be sure that the old demon of limitation has come in.

The welfare of the country rests in the hands of its educators, and not in those of its politicians, as is generally supposed. Are we satisfied when mobs and bosses rule, when hoodlums overrun our cities? If not, let us be up and at work. The battle-ground is in the Kindergarten and the schoolroom. We must fight this battle or die! Who is willing to gird on the armor for the conflict already upon us?

SLANG IN SCHOOL.

THE culture of an individual may be more readily estimated by his language than by any other means. Coarse, vulgar thoughts find expression in words of the same low character, while ideas expressed in clear, chaste language, however simple, cannot fail to impress the hearer or reader with a sense of the purity of mind and the educated thought of their author.

The use of pure language creates a taste for still better expression, and that, in turn, exerts a refining influence upon the mind that will be manifest in any society, and will always secure the esteem of others over whom it thus exercises a power for good.

It is, then, not the least part of an education to be able to express ideas clearly and forcibly, but the use of slang has become so prevalent in our common schools that the ordinary conversation of school children is disgusting to cultivated minds. This is due largely, no doubt, to association with uneducated persons, from whom are learned forms of speech that are allowed to remain uncorrected until their use gradually becomes a part of the child's nature. Parents too often pay no attention to the language of their children, and if they receive any training in this particular, it must be at the hands of the teacher. But even here the fault is often unnoticed, for many common school teachers are themselves given to the use of slang to such an extent that they rather confirm their pupils in its use than correct the evil.

The only way by which such habits of speech can be effectually broken up, and a chaste and pure language cultivated, is by persistent effort on the part of the teacher. School readers abound in choice literature, and from this the live teacher can draw lessons that may be impressed upon the minds of his pupils, instilling into them an appreciation of the beautiful in literature, and cultivating in them a taste for good language that will effectually break up the habit of using slang.

The teacher should also bring to the notice of his pupils the bad tendencies of loose speaking, but this should be done kindly, often indirectly, lest the end be frustrated by subjecting the pupil to the ridicule of his fellows. *Ohio Educational Monthly.*

SUMMER EXCURSIONS.

IT is a good thing to seek a quiet place for study and recreation. But the poorest place is too good for a lazy person, while the most delightful retreat is none too secluded for a true student. The worst use to which a vacation can be put is to go abroad in search of nothing to do. Summer excursions, both at home and abroad, are excellent only so far as they give enlargement of knowledge, and better furnishing of the mind and body for future needs. The staying at home of some is far more refreshing than the going abroad of others. It all depends upon how we stay, and how we go. We may go abroad and come home worn out, bodily and mentally, or we may remain and grow better, fresher, and stronger every day. It all depends upon how we stay, and how we go. After a foreign trip some, ever afterwards, measure everything by the tape line of France, Rome, or London, and are always commencing sentences with "When I was abroad." To such persons the tour abroad is an injury.

If we are really going it is a very important question whether we shall be alone or in company with a large number. If we have been all the year forced into the companionship of others, a quiet excursion alone is a luxury. In the crowded city, or the

quiet forest, or alone on the old continent, we begin to find out what manner of persons we are. It searches us severely, and we come home better than ever acquainted with ourselves.

The very worst use to which our vacation can be put is to travel as a Beau Brummel, dancing attendance on silly young ladies and brainless young men. The conventionalities of society are good in their places, but during our summer months we need something nearer to nature's heart than the conventional dance, or a kid-glove promenade on the piazza of a fashionable hotel. There are some also who are very respectable people when at home, but become quite the opposite when abroad. They hardly know what to do with themselves. We always meet such individuals at educational gatherings. They say what they do not believe, and profess to believe what they never have before dared to express. They are the bores of the convention, speaking loud, long, and often.

The benevolence of those who plan excursions is great. They should be ranked among the real benefactors of our race. They lighten the tedium of travel by their genial presence, and make a tour abroad a delight. They render a trip around the world even possible to the most unprotected teacher. *Barnes's Monthly.*

VALUE OF EDUCATIONAL JOURNALS.

BY WALTER E. RANGER, PRINCIPAL LENNOX (MASS.) HIGH SCHOOL.

TO appreciate the true value of educational journals, it is important first to determine their relation to standard works on education, and the place they hold in current literature.

Educational journals have the same relation to standard works on education as literary journals have to standard literature. It is perhaps needless to say that the literature that has accumulated since the days of the papyrus, and has come down to us sifted from the imperfect—that those works, representing the best thoughts of master-minds, containing the spiritual life of the past, should be the source of the principal part of the reading matter of all. In the best books we have the companionship of sages and heroes. The intense and persistent reading of the few great books works a culture that cannot be attained through the careless and indiscriminate reading of ephemeral publications. Although the reading of standard works yields the greatest profit, yet newspapers and periodicals present important claims to our attention. A portion of our time—a small portion is sufficient—may well be devoted to reading periodicals and newspapers. In them often appears, for the first time, the best that is written in our time. They keep us acquainted with the social and political condition of our country. We must read them if we would keep pace with the progress of the time. The press is a sovereign power, and the good that it can and does do is recognized by all thoughtful persons.

One reason for the increased value of periodicals of every class is found in the fact that the thinkers of our time submit the results of their work at once to the public in contributions to papers and magazines. No one should have a more thorough knowledge of what is taking place than the teacher. He should be acquainted with the current events of his own national history and those of other countries. He needs this knowledge to aid in imparting instruction, and to adapt his teaching to the time in which he lives.

Now, educational works and educational journals belong respectively to these two classes of literature—standard and current—and our reading of them should conform to the same rules that govern our general reading. In distinction from general reading, books on education and educational journals constitute professional reading. Their use is limited but specific, and as such supplies a need to teachers that cannot otherwise be supplied. It is the duty of teachers to provide themselves with professional reading. The best books on education should constitute the principal part of a teacher's professional reading, because in them are the best thoughts of the great educators of all times. The teacher who has never studied leading works on education knows not what a help and inspiration they are. The teacher who is wholly ignorant of the first principles of the science of education cannot be called a *professional* teacher. The teacher who knows nothing of the laws that govern mental growth is a quack.

Though secondary in value to standard works on education, educational journals are of invaluable usefulness to educators. They are to the teacher what medical journals are to the physician, what art journals are to artists, what trade journals are to the merchant.

All teachers, to insure success, ought to become acquainted with the leading principles of education, which lie at the root of correct practice of the art of teaching. The true end of education is to give mental power. This is worth more than knowledge. It is gained by the right development of the mental faculties. The laws that govern this growth, and the methods of teaching most effectual in securing this development, must be understood by the successful teacher. Now educational journals treat chiefly of these subjects. In spite of some inferior matter found in them, we find much of sterling worth. In them we find the best thoughts of leading educators. We are foolish if we fail to profit by their thought, experience, culture. We cannot well overestimate the value of pondering the views of superior minds, especially when they speak directly to us, and discuss those questions that we must understand. All cannot have the advantage of training-schools, or of personal contact with leading educators; but can at least come in contact with their thoughts through the columns of educational journals.

The approved methods of teaching are not experimental, but have been tested, and are based upon fixed principles. They represent the thought and experience of centuries. These methods are set forth in educational works and journals. The wise teacher gleans from all, and takes for his own what is best. The physician reads his medical journal to learn the latest truths in the science or practice of medicine. The teacher should read his educational journal to learn the latest methods in his profession. The methods of to-day are not what they were twenty-five years ago. He who does not keep up with the times by reading educational journals and works, does more to degrade than to elevate his profession. Even the most learned progressive teacher can find something of value in them. They ordinarily reflect what is best in the profession, advocate the improved methods of teaching, are imbued with true professional spirit, and mark every advance in the art of teaching. They give a history of successes and failures. Though our skill as teachers will largely depend upon our own experience, yet an acquaintance with the experience of others may save us from many a defeat. Many a teacher acquires from experience at the pupil's expense what he might have easily learned from a hint found in some educational paper.

Another use of educational journals is that they assist in building up the profession. Like teachers' institutes, they bring us together. They contend for the rights of the profession, and uphold its dignity and importance. They assist in molding public opinion, relating to the needs of schools. They teach the public the nobility and importance of the teacher's work. They are the champions of the cause of education.

Again, educational journals enable the teacher to give as well as to receive. Teachers, like members of other professions, find it to their advantage to write as well as to read. It greatly aids the elevation of teaching if those who originate successful plans communicate them to their fellow-teachers through the columns of educational journals. To do this is the duty of the successful teacher. The teacher who reads educational journals does not feel insulated. He feels that he is a part of the great body of teachers, with whom he has common tasks, trials, pleasures, hopes, purposes. He feels a sympathy for all those who, like himself, exert a governing spirit in the realms of child-land, and prepare with tender care the happy dwellers to go forth into the great life beyond.

Of most marked value is the inspiration gained by reading educational journals. Enthusiasm is a vital quality in a teacher. The non-progressive teacher loses this. Young teachers for this reason are sometimes thought the best. But the teacher who keeps the mind active, the heart warm, and maintains lofty purposes, need not grow indifferent to his work. Inspiration is the thing in the school-room. It is gained by different means, potent among which is the communion with fellow-teachers.

It may be well to add a few words on how to *use* educational journals. All reading should stimulate thought. Reflection should follow reading. We urge our pupils to think, and train them to think logically. Educational journals should set us to thinking. One drop of reading to two of reflection is an excellent recipe. Educational papers should be read with discrimination. Let the reader consider well what he reads, and appropriate only the true. Let him remember that he is the judge before whom what he reads is on trial. Let him be open to conviction, but weigh carefully every thought, and accept only the good. He must not try every plan or method suggested in educational papers. Some of them are wild fancies. But let him immediately appropriate whatever he finds to be usetul to him, and make it his own. Oftentimes a

hint from others solves troublesome problems. Educational journals are filled with helpful hints.

Above all, in reading, preserve your individuality, that fundamental principle of character, that which gives man his power. Educational works are helps, not masters. Used judiciously, they nourish, invigorate, inspire. Read carelessly and indiscriminately, they are almost worthless.

Some teachers are distracted by contradictory methods as set forth in educational journals. Some urge this system, others that. Criticism and counter-criticism—all methods are assailed. It is true that there is a great deal that is absurd found in current educational literature: important questions, like liquids in agitation, cause froth. All these defects in educational journals do not rob them of their intrinsic worth. We must separate the true from the false. * *

Finally, I appeal to teachers in the name of our calling, in the name of the schools scattered among our hills and valleys, in the name of a broader professional culture, in the name of duty—I appeal to them to neglect no means by which a better preparation for the grand work of teaching may be secured; and I speak in behalf of one of these means, the reading of educational journals.

New Eng. Ed. Journal.

APPOINTMENT OF TEACHERS.

BY W. W. WOODRUFF.

THE President of Williams College, Massachusetts, has always been noted as a great teacher. It was his character that drew General Garfield to that institution as a student. Years after, at a commencement dinner, General Garfield said, "I rejoice with you over the new surroundings of our old college; these beautiful buildings, large collections, ample endowments, and the improvements of this beautiful town. But permit me to say that if I were forced to elect between all this without Dr. Hopkins and Dr. Hopkins with only a shingle and a piece of chalk under an apple tree, he on one end of an oak log and I on the other, I would say, *My university shall be Dr. Hopkins, President and college in one.*" Such was General Garfield's estimate of the value of a teacher.

With an experience and observation of forty years in public schools, eighteen of which have been in the county superintendency, we trust it will not be out of place for us to make a few suggestions to Directors in regard to the appointment of teachers.

1. The practice of grading salaries has been growing and with good results. We hope it will be continued. Of the thirty-eight districts in Bucks county, twenty-six grade the salaries of the teachers more or less. In some instances they pay twice as much to one teacher as to others. In twelve districts the salaries are all the same. In one of these a teacher of experience and established reputation—not excelled, if equaled, by any other teacher in the county—was paid no more than a young girl who, with only moderate attainments in scholarship, was experimenting on the first term. Was this just to either teacher? Was it just to the taxpayers? Was it a course of procedure adapted to encourage teachers to prepare themselves for their work, and to acquit themselves with energy and success? It will be better to appoint the teachers first and fix the salaries afterward; as it is more practicable to adjust the salary to the capacity and efficiency of the teacher, than the teacher to the salary. Neither the grade of the Superintendent's certificate nor a Normal School diploma should alone determine the grade of the salary. Other qualifications than scholarship are essential. Of these the directors are the judges. Salaries should not be graded according to the size of the school. If teaching talent is appropriated, it should be paid for, whether many or few pupils are in attendance. A man may be employed to do a boy's work, but no one would expect him to be satisfied with a boy's pay.

2. We trust Directors will not reduce the wages of teachers. It would be better to make an advance, both in the qualifications and compensation. Advancing the wages without changing the teachers may be an act of justice, but it will not greatly improve the schools. Wages should be advanced with the object of attracting better talent. The counties around us, except Northampton, are paying higher salaries than Bucks, and are drawing away many of our teachers. Indeed, Bucks county loses every year some of her best teachers, because they can get better salaries in Montgomery, Chester, Delaware, Philadelphia or New Jersey. There is no way to retain these teachers but by paying them as much as they can get elsewhere.

3. Teachers should be elected by a vote of the Directors in regular session. No other method of appointment is legal. The

appointment of the teacher for a particular school is sometimes left to a single Director, and there is no vote by the Board, and no record. This is as improper as it is illegal. If the appointment of a teacher is known to rest with a single Director, it gives large opportunity for the pressure of personal influence; and considerations will be urged or suggested that would never be made before the Board. Directors should support each other in resisting the pressure of personal influence and private interests. This they can do by carrying out the law, and having every teacher elected by the Board. To be legally elected, a teacher must receive at least four votes. It may be very proper that a teacher should be nominated by the local Director, and that his opinions and wishes should have much influence; but the Board, as a Board, should assume and bear the responsibility of the appointment.

4. As a rule, we think that Directors should discourage their sons and daughters from applying for schools in their own districts. Teachers of experience, and of well established character, may constitute exceptions. But for several reasons beginners would better test their talent away from home. We have known School Boards to be greatly annoyed because one or two of the members desired to have their own relatives appointed as teachers. Merit alone should determine the appointments.

THE BOY WHO HADN'T HALF A CHANCE.

"RALPH, the fifteen minute bell is ringing; are you ready?"

"Not going to school to-day."

His mother said nothing more. How could she send a boy to school who had but half a breakfast, and who was out at the elbows, and knees, and toes? But the father, who, more sober than usual, lounged around the door, roused himself at the boy's words.

"Not going to school, eh! How long since you came to be your own master? If that's the way you appreciate your privileges, it's high time you lost them. Might as well stop school, any way; you don't learn anything."

"Reckon I could if I had half a chance," said the boy, looking discontented at his rags.

"I haven't another patch left to mend your clothes with," said Ralph's mother, quickly.

"I s'pose that means that I am to blame for everything that oughtn't to be. A boy of thirteen ought to be able to earn himself a suit of clothes, to say nothing of his bread and butter."

"Lots of good it would do me to earn anything," muttered Ralph, sullenly. Usually, he would not have dared to say so much in his father's presence, but this morning he hardly cared what he did or what might follow. Usually too, he would have paid dearly for such a speech, but now Mr. Allen only said:

"You're an impudent young rascal; but seeing I haven't done as well by you as I might, I'll make a bargain with you. Every cent you can earn you may have, but not a bit to eat, nor a rag to wear besides. Do you understand? Now be off, and see what you're worth."

"All right," answered Ralph, picking up his ragged hat.

"You won't go out of town?" said his mother, anxiously, as he passed out.

"No, not without letting you know," he answered from outside the gate.

From simple force of habit, and without any definite purpose, he took the road to the school house, and found himself at the door just as the noisy troop were entering. "Might as well go in too," he said to himself, and he did. But his books remained unopened, and when his class was called he sat still at his seat. His teacher was sure from his look that he was sick or in trouble, and knowing something about his home life, thought best to pay no attention at the time. At recess, however, she went and sat down beside him.

"No lessons to-day, Ralph?" she asked pleasantly.

"Not coming to school any more; got to earn my own living."

"Oh, work it is; well that's not a bad excuse for leaving school. What are you going to do?"

"That's what I've got to find out; don't know yet."

"Then the first thing is, what can you do?"

"Not much of anything: never had half a chance to learn," and he looked enviously at Louis Hatten, who was passing through the room—a boy of his own age, well dressed and well fed, well furnished with all a school-boy could ask. Miss Lee followed the direction of his glance.

"Why, Ralph," she said, "I think you have a better chance than Louis for making a man of yourself."

"Don't see how that can be."

"Can you swim?" Ralph looked up very much astonished. He was an expert swimmer, but he did not see how that would help him in trying to make something of himself.

"I can that," he answered emphatically.

"Did you learn by having some one hold on to you all the time, keeping you out of deep water?"

"Guess a fellow wouldn't learn much that way. Had to go it myself."

"Then why isn't it better to 'go it yourself' in other things?' Haven't you a better chance than a boy who has everything done for him, who is always, as far as possible, kept out of danger, never allowed to make effort enough in any direction to tire him?"

"Never thought of that before," said Ralph. And while he thought of it his teacher thought of something else.

"Will you carry a note to Mr. Scott for me?" she asked.

"Yes'm," answered Ralph promptly.

He had carried notes before, and had a pleasant remembrance of bright nickels and brighter dimes that found their way into his pocket on those occasions. So the note was written and carried, and while Mr. Scott read it, Ralph looked earnestly out of the window at a huge pile of coal on the sidewalk.

"Young man," said the trustee, suddenly, making Ralph start, "do you know the contents of this note?"

"No, sir," said Ralph, truthfully.

"Your teacher tells me you are in want of work, and recommends you for the vacant place of janitor in the Holly Street building. Do you think you could manage to keep those rooms swept and dusted, to have them warm by school-time, and see that everything is in order at night?"

"I'd like to try it," said Ralph.

"And be responsible for everything that's broken or stolen?"

The boy's face lengthened.

"S'pose there's keys?"

"Plenty of them."

"Reckon if I locked up and left everything straight, and burglars broke in, 'twouldn't be any of my lookout."

"How long do you suppose you will stick to it?"

"Likely till I find better work."

"Well, sir, we will try you. Miss Lee offers to give you directions." And he scratched off a reply. Ralph took it, and, hesitating a little, asked the question of all importance to him:

"How much will I get?"

"Two dollars a week through the fall and winter, and one through the warm weather. Does that suit you?"

"Yes, sir, much obliged. How often will I get paid?"

"We generally pay once a month, but if you need the money we can let you have it every Saturday for a while."

"Thank ye," said Ralph; but there were five days before Saturday, and he was hungry already.

"Want your coal put somewhere?" he asked after a moment's pause.

"Well, it is rather out of place on the sidewalk. Would you like the job?"

"Yes, sir; would that!"

"Very well, deliver your note, and then come back and go to work;" and the boy lost no time.

As he handed the answer to Miss Lee, he told her of the waiting coal pile.

"That's a good beginning," she said, smiling, "and this will do for starting capital," and she laid in his hand not a nickel, nor a dime, but a shining half-dollar. "And this," she continued, covering the coin with a dainty card, "is a motto to help you along."

On the card Ralph read: "God helps the man who helps himself." The boy looked rather than spoke his thanks, but he did say, "If I'm ever of any account, Miss Lee, it will be owing to you."

A loaf of brown bread and a slice of cheese took ten cents from the precious half-dollar, but it gave the boy strength to handle a shovel well, and when he went to the school house to learn his new round of duty, another half-dollar jingled with the four dimes in his pocket. How rich he felt as he went down the street to lay out part of his wealth for the table at home. A peck of corn-meal, a good sized soup-bone, another loaf of bread, larger this time, and a pint of milk in a five-cent bucket, and still there was money in his pocket. "Mush and milk for supper, bread and soup to-morrow. Hurrah! Believe I have a chance after all."

That was the beginning. Ralph is a man now, prosperous and respected. His mother, hopeful and happy, looks after the pleasant home of her son's providing; his father, quiet and sober, makes the little garden spot bring forth its best for the always well-filled table; and over the mantel, in Ralph's own room, hangs in a tasteful frame the motto that has directed and encouraged his efforts since the morning when he discovered wherein lay his chance for making a man of himself.

JOHN WESLEY was a very wise man; for he knew how to reach and influence men, as the following incident will prove. When he was quite old he was riding in a stage-coach with a young man who swore a great deal. When they stopped to change horses he looked at the registry books, and then said to his companion: "I perceive you and I are going to travel together a long distance in this coach. I have a favor to ask of you. I am getting to be an old man, and if I should so far forget myself as to swear, you will oblige me if you will caution me about it." The young man apologized, and there was no more swearing heard from him during that journey. Here is a very effective lesson in the way to govern others. Teachers can learn much from it. There *is a way* of governing the worst pupils; the difficulty is, we are not always able to find it.

SIX days stern Labor shuts the poor
From nature's careless banquet-hall;
The seventh, an angel opes the door,
And smiling, welcomes all! —*Bulwer*

IN accordance with their usual custom, the teachers have taken one day each term in which to visit schools. They have been very willing to make the effort necessary to see some of the best work in other schools of their own grade, and afterwards sent me written reports of their observations. Knowing that they were expected to write an account of what they saw and heard, they were stimulated to criticize carefully and apply the best methods noticed. I count visiting-day more valuable to the schools than if spent in regular work.—*Report.*

THE public schools of this country constitute one of the marvels of history. No man's child is too rich or too noble to pass by the door of the common school-house without going in; no man's child too poor or too low in social state to be denied precisely equal privileges in the people's schools. They are great levelers. Rich and poor alike share their benefits. There are no cushioned seats and carpeted apartments for rich men's boys; no spaces set apart for them on the play-grounds; in our schools are we taught the beginning of that equal citizenship which makes us great. We levy upon ourselves taxes, and educate our children in our own houses, by teachers that we employ and pay with our own money. There is something inspiring in the thought that a nation of people have their children at school. *Topeka Capital.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, AUGUST, 1886.

E. E. HIGBEE. - - - - J. P. McCASKEY

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE attendance at the meeting of the National Educational Association at Topeka was very large, despite the warm weather. Kansas alone is reported as having sent 1200 or more teachers, and all the Western States within easy distance were well represented. The attendance from the Southern States was larger than heretofore. There were several hundred present also from New England and the Middle States. All the halls in the city, adapted for such use, were engaged, and at times eight meetings were in progress at the same hour.

The Association was made up of departments, as follows: Elementary schools, kindergarten instruction, higher instruction, normal schools, industrial education, art education, musical education, and school superintendence. The subject of industrial education, among others, was discussed at length and with much earnestness. Physiology and Hygiene, with reference to the use of alcoholic drinks, was also a prominent question at this meeting. Among papers read was one by Dr. Edward Brooks, of Philadelphia, upon "The Educational Value of Different Studies." We had hoped for a satisfactory report of proceedings at this writing, but have been unable to secure it in time for this issue of *The Journal.*

After adjournment, excursion parties left for the Rocky Mountains, Yosemite Valley, Mexico, and the Pacific Coast. An excursion was also announced to Fort Riley, "the exact geographical centre of the United States." The place of next meeting has not yet been announced.

WE congratulate our genial friend, Col. J. A. M. Passmore, upon his new and commodious quarters at No. 1125 Arch street, Philadelphia. This change of base from Pottsville is made necessary by the increasing trade in the school publications of Messrs. D. Appleton & Co., which he represents so resolutely and with such large measure of success. Mr. Passmore will be glad to welcome everybody interested in the selection and use of school books, and will be found always ready to discuss the merits of the many excellent text-books on the Appletons' list.

"Go wake the seeds of good asleep throughout the world—good physical, intellectual, spiritual," is the Divine command to every human soul. Man has heard the potent voice, and obeyed it. Deserts blossom as the rose; waste places are populated by teeming millions; the world is filled with printed leaves from the tree of knowledge—of good and evil, it is true; the busy hum of industry makes glad the day; oil from hidden rocks and the wondrous electric current illumine the darkness of the night; the very ends of the earth are brought together by the ocean steamer, the locomotive engine, and the iron thread of the telegraph; and the homes of men are, or may be, the abodes of comfort and luxury. The spirit of inquiry, enterprise, invention—in a word, the spirit of progress—has been actively at work waking the dormant "seeds of good." Hardly less active have been the agencies at work all the while "waking the seeds" of mental, moral and spiritual good "asleep throughout the world." This is, in part, the teacher's work. The seeds of potent energies lie about him everywhere in the schoolroom—but "asleep." It is for him to awake some of these at least to life and activity, never to slumber again. God speed him in his Divine mission!

ALLENTOWN MEETING.

THE generous promise of Allentown has been made good. She bade the Association a hearty welcome, and cordial was her entertainment from first to last. Her hotel accommodations are ample and excellent, the new Hotel Allen being especially worthy of mention; her opera house is spacious and comfortable; the committees having charge of arrangements in general and in detail were active and efficient; the programme, which had been carefully considered by the Executive Committee, moved as close to schedule time as possible, and upon it were addresses and papers of unusual merit. The subjects presented were timely, and their consideration was thoughtful and earnest. The music with which the exercises were interspersed was much enjoyed, especially the solos by Misses Glenn and Boice and Prof. Wm. B. Hall. The concert given on the last evening by the Choral Union of Allentown was delightful. The last number in the first part, "Hear My Prayer," from Mendelssohn, was a very fine piece of oratorio work; the solo part by Miss Riley was the brilliant gem to the choral setting, and the best thing of its kind ever heard before the State Teachers' Association.

The city of Allentown is "beautiful for situation." One of the speakers claimed that in another respect also it suggests Jerusalem, being the proper Bible distance from Bethlehem, Nazareth and Emaus. A striking feature of the city is its well-shaded streets, which were the subject of common remark among the numerous strangers in attendance at the Association. We see now some explanation of Supt. Landis' notable report of recent Arbor Day work. The people of Allentown believe in trees; they know that universal tree-planting throughout a city renders it more attractive, more comfortable, and more healthful, to say nothing of increased value to real estate. The city is also noted for its manufacturing enterprise. Its blast furnaces and rolling mills, extensive silk mills, and other prominent local industries bespeak the business energy of its people, while Muhlenberg College, Allentown Female Seminary, and an admirably organized system of public schools manifest their educational spirit.

As to the programme: The inaugural address of President Stewart was an able discussion of the "Temperance" question in its relation to the schools. Col. D. Brainard Case regards the "Defects of the Pennsylvania School Law" as of very grave character. There is force in his condemnatory criticism, but School Boards are much better than he rates them, and educated pauperism not so imminently threatened as he fears. The views of Supt. Woodruff, whose long experience in school supervision, and whose good judgment in school matters generally commends itself on all occasions, are, we think, more nearly correct.

Prof. H. H. Spayd is of opinion that "Reading Circles" should be professional rather than general, in the character of the books placed upon their lists. Supt. Buehrle defined "professional," in this sense, as whatever enables the teacher to do better the work of the school-room—a good definition. The paper on "State Normal Schools of Pennsylvania," by Prof. Geo. M. Philips, is one of the clearest in statement, and most forcible in its array of facts and figures upon this subject, that has ever been heard in Pennsylvania. We commend it to the reader. Prof. E. L. Kemp presented "The Study of Birds in the Public Schools," in a very attractive manner, illustrating his remarks with finely-mounted specimens of native birds.

The importance of "Discipline as a Factor in the Work of the School Room," was presented by Dr. Wickersham, with his accustomed force and clearness. Prof. M. H. Richards, of Muhlenberg College, discussed the "Relation of the College to the Public School," a subject to which he has given much practical attention, as Secretary of the Allentown Board of School Controllers. The "High School Question" was treated in an excellent paper by Supt. R. M. Streeter, of Titusville, which is heartily commended to all who have to do with this grade of schools. Papers were also presented by Mrs. Eva D. Kellogg, Mrs. Hattie Kemp and Miss E. J. Llewellyn. The memorial addresses were appropriate tributes to the memory of Prof. J. V. Montgomery, Supt. C. S. Riddell and Supt. Wm. H. Dill, members of the Association who have died during the year.

These papers will all appear in full in our issue for September, to which number of *The Journal* our readers have become accustomed to look for the proceedings of the annual session of the State Association.

As to the enrollment: Allentown stands second on the honor list of places where these sessions have been held. The four largest meetings have been: Philadelphia, 1,116; Allentown, 620; Greensburg, 560; and Harrisburg, 548. The attendance at Greensburg was larger than at Allentown, but the Allentown enrollment was the

greater, and therefore it properly takes the second place.

The exhibition of drawing and other school work in the Court House embraced a wide range of such work from Normal Schools, High Schools and all subordinate grades. It attracted much attention, but not so much as its merits deserved. We hope to give a more extended notice of this exhibit in connection with the report of proceedings next month.

Among resolutions adopted were those endorsing the general plan of the Reading Circles; approving the results of the new law requiring Physiology and Hygiene to be taught with reference to the effects of stimulants and narcotics; urging the adoption by the Legislature of a minimum school term of six months; recommending the compensation of teachers for time in attending the annual institutes; and urging the appointment of a committee of the Legislature for the codification of the school law.

The entertainment of Wednesday evening by the Indian boys and girls from the Carlisle school, in charge of that practical philanthropist, Capt. R. H. Pratt, of the U. S. Army, was one of absorbing interest. What a tragic story of real life was told by one of the young men present! Education—moral, mental, and manual—is the only key to the Indian problem; and Capt. Pratt, more than any other living man, is driving that conviction home upon the heart and the conscience of the American people.

The officers elected are: *President*, Jas. M. Coughlin, Luzerne; *Vice-Presidents*, G. A. Langley, Edinboro, and M. Lizzie Steltz, Allentown; *Secretary*, J. P. McCaskey, Lancaster; *Treasurer*, D. S. Keck, Berks; *Ticket Agent*, J. F. Sickel, Germantown.

Executive Committee.—B. C. Youngman, Clearfield; N. C. Schæffer, Kutztown; J. O. Knauss, Lehigh; E. O. Lyte, Millersville; D. A. Harmon, Hazleton.

Enrolling Committee. — Henry Houck, Harrisburg; Matt. Savage, Clearfield; T. A. Snyder, Carbon; N. S. Davis, Lackawanna; A. S. Grimes, Columbia county.

The next meeting of the Association will be held in the beautiful town of Clearfield.

While at Allentown, a pleasant party drove down in carriages to Bethlehem and through the grounds of the Lehigh University. The weather was hot and the roads dusty, but our merry company brought away a very beautiful picture of these stately buildings, as they stand almost covered with the green of American, English and Japan ivy.

On our way to Allentown, for the last twenty-five miles, we rode on the engine, and on a level stretch the sturdy engineer "let her go," to show us what sixty miles an hour means. The seat in the engine-house is the best on the train when the country is interesting. After adjournment, in company with hundreds of others, we took the excursion train on Friday morning for Slatington, where two hours were spent in an inspection of the methods of quarrying and working the very fine quality of slate found here; then to Mauch Chunk for the twenty-mile ride by gravity around the Switchback; thence to the romantic Glen Onoko, some four miles north of Mauch Chunk, the Pennsylvania rival of Watkins Glen. The excursion, which was under the general direction of Dr. A. R. Horne, was admirably managed, and contributed much to the pleasant memories with which the Allentown meeting will be recalled in after years.

TEACHERS' VACATION.

As we put pen to paper the summer vacation is at its height, and our thoughts go out with sympathetic interest to our thousands of teachers of both sexes, who, for the time being, are off duty, resting from their labors, and endeavoring by change of air and scene and perhaps, for a time, of vocation, to reinvigorate physical health and restore the nervous energy and mental tone without which teaching is a weariness, and therefore measurably a failure for lack of the buoyancy and ambition that put life into school work, and serve as a magnetic inspiration to school children, and to which their nature responds as the opening flower to the balmy breeze and vitalizing sunshine.

Teaching is not a mechanical employment, to be measured by the hours and days and the number of pages in a text-book; but, within those graduated limits, to be judged by the informing and stimulating impressions made upon the developing intellect and impressible souls of the young immortals who are slowly groping their way, under the teacher's guidance, from the little known to the limitless unknown; grasping first the unfamiliar elements of knowledge that, fully mastered and wisely used, lead out into all knowledge in the wide universe of God.

Mental pursuits cannot be judged by a manual labor standard. That would be incongruous and wholly inconclusive. Unlike

things are not governed by the same laws. Muscle and brain are not of like substance, and are widely different in their mode and results of action. The teacher's summer recreation is also for the pupil's benefit. Its reflex influence upon the school is direct and positive, and converts the personal right into a professional duty. It should bring back the teacher with a clear head, steady nerves, cool judgment, and an unruffled temper—mental and physical conditions that exert a wonderful influence upon the dispositions of school children, their aptitude for study, and their ability to make rapid progress because of these favoring conditions. We congratulate all our teacher friends upon whatever relaxation they can get, and hope they may be able to take in large draughts of atmospheric, social and literary oxygen during this happy summer time, to supplement renovated school rooms, sweet and clean, with vitalizing educational work during the mellow autumn and rigorous winter months, until the springtime and summer come again, rich with intellectual harvests and radiant with the brightening light of a still more hopeful future.

SCHOOL HOUSE REPAIRS.

SCHOOL Boards are a standing illustration of the fact, that, as a general rule, legislative bodies are not best adapted to the performance of executive duties; and when the two functions are linked together in the same organization, administrative details are very apt to be neglected, because the whole body, whilst very readily meeting and acting together in parliamentary forms of procedure, cannot, in the nature of the case, act as a unit in carrying out resolutions and policies that may have been adopted; and therefore it often happens that what is everybody's business is nobody's business, and the best intentions fail of timely and effective practical results, without which the best plans and wisest measures that can be put on record, are worth no more than so much waste paper.

For fifty years the necessity for some executive agency to supplement the general powers of School Directors and give them efficiency has been well understood, and many efforts have been made to provide for with it, only partial success. The District Superintendency is undeniably the best adjunct of the Directors for the general purpose in question, wherever the law permits it, and sufficient power is conferred to make it effective. It is a matter of deep regret that the letter of the law was not broad enough to justify the Supreme Court in sustaining the Directors of Mahanoy township, a few years ago, in the most notable effort in this direction known to our school history; and the Legislature has not yet filled this gap. It is one of the most important steps of progress that remain to be taken.

We are thinking now only of the annual house-cleaning and repairs, and miscellaneous improvements, that are needed to put school houses and grounds in good order and presentable condition, before the opening of the fall and winter term of the schools; and which are sometimes attended to, and sometimes not, according to the business capacity, public spirit, and sense of duty or otherwise of the Directors. It is the duty of the Board, by formal resolution, to order it done, and the duty of the President, in the first instance, to see that the Board is convened for the purpose and their attention called to it as a special service that cannot be postponed without discredit to the district and the school authorities.

There are several ways in which the work can be done. If there be no Superintendent, nor any Committee on Property as such, it can be devolved upon the Secretary of the Board. Or it can be divided amongst the Directors, especially in the rural districts and where there are a number of school houses, each Director taking charge of the house nearest his own residence, and therefore the most convenient to reach and oversee. If this would not suit, some unofficial person in the neighborhood could be employed as the agent of the Board, and acting under its authority to attend to the cleaning and repairs. Resident teachers could also be employed for the purpose. If a male teacher, he would have strong professional motives for doing the work well. If a female teacher, and a good enough house-keeper to make a good wife, it is morally certain that she would put the premises in better condition than ever before known, unless the "conservatives" in the Board should tie her hands by restrictions in necessary expenditures, that would spoil her plans and cripple her usefulness as deputy supervisor of scrubbing and painting, whitewashing and repairs; in which case the school and the community would be the loser, and the Board not in the least the gainer in reputation as trusted and sagacious public officers. It is immaterial, however, which of these agencies is employed, so that the work *be*

done, and *well done*—which is the main point—and done *in time*.

We know there are thousands of School Directors all over the State who need no admonition from any quarter with regard to this branch of their official duty; and they will not take umbrage at this private and confidential hint to their less wide-awake and less enterprising compeers, that the office they hold is charged with pressing duties and responsibilities, as well as clothed with honors, and that the latter are empty honors if the former be overlooked or disregarded.

VIEWS OF DR. BROOKS.

AN EXPERT AND AUTHORITY OF NATIONAL REPUTATION, IN PRACTICAL SCHOOL MANAGEMENT.

SAYS the *Phœnixville Messenger*, from which we take the following expression of opinion by Dr. Brooks: "At the annual examination of pupils of the Soldiers' Orphan Institute, Twenty-third and Brown streets, Philadelphia, Dr. Edward Brooks, of that city, formerly principal of the Millersville State Normal School, and a gentleman widely known for his scholastic attainments and excellence of character, read an article which we produce in full below. In this paper he presents the results of his personal observations and examinations, and we commend them to the serious consideration of our readers. We believe that what he says of the Soldiers' Orphan School in question, is also largely true of every other Orphan School in the State. The reading of this article created a profound impression."

This school has, since its organization, been under the direct personal control of Mrs. E. E. Hutter, for many years inspector of the Orphan Schools of the State. We take great pleasure in commending this paper by Dr. Brooks, whom we regard one of the best qualified men in the State to express a correct judgment as to the condition of a school, the character of its daily work, and its permanent influence upon the thought and life of its pupils. It is as follows:

Ladies and Gentleman: I join heartily in the feeling of satisfaction which I see manifested in so many faces before and around me. I think it can be truly said that the exercises which we have witnessed reflect credit upon the pupils and the teachers and managers of the institution. We must not forget, however, that the school is on exhibition to-day. and that one cannot always judge of the valor and efficiency of an army on dress parade. A school must be seen in its ordinary, every-day duties, that the most accurate judgment may be formed of its condition and its work.

At the request of some of the leading friends of education, who seemed to think my long connection with the educational interests of the State would give authority to my judgment, I consented to make a careful inspection of this institution in respect to the accommodation and instruction of its pupils. I accordingly visited the school a few weeks since, unexpectedly to the teachers and managers, and spent the entire day making such observations as the circumstances seemed to require. Without desiring to take any side in any controversy, but merely to present what seems to me to be the truth in respect to this school, I take this occasion to state some of the results of my observations, and that nothing may be overstated in the warmth of extemporaneous speech, I have written down a statement with my note-book before me, which I will read.

My observations may be embraced under the three heads, the school in relation to the intellectual, physical, and moral and religious interests of its pupils.

Intellectual.—I visited a large number of classes in branches varying from orthography and primary reading up to algebra, geometry, history and physiology. In most of these classes the teaching reached a high average of excellence; in some of them it was unusually good. While there was an effort to secure good expression in recitation there was care exercised to prevent pupils from falling into a mere routine of words without a conception of ideas. In many classes pupils were probed with questions to test their understanding of subjects recited. Criticism by the pupils was encouraged, and different forms of presenting subjects or reaching results were required. I was especially pleased with the prominence given to arithmetical analysis, by which pupils were taught to reason rather than to follow prescribed formulas or set rules. The work in physiology was not a repetition of any book, but an exercise on practical questions pertaining to the proper care of the body and the laws of health. The exercises in algebra and geometry showed careful and thoughtful instruction. In grammar the correction of false syntax was made a prominent exercise, and the incorrect expressions of teachers as well as pupils were gathered up and brought to the class room for correction. The teaching in geography I thought might have been somewhat improved by the more general use of outline maps; the map-drawing, however, showed neatness and accurate work, I was much pleased with a drill in U. S. History, including the constitution, and I wondered as I listened to it, how many of our public men could pass as thorough an examination as these Soldiers' Orphan boys. They certainly were being trained to understand that constitution for which their fathers gave their lives.

The one branch that seemed to stand out above all others was penmanship in the boys' department. There are very few schools in the

country where the boys write so good a hand as do these Soldiers' Orphan boys. Their book-keeping exercises (for they have instruction in double-entry book-keeping,) were worthy of high praise for the neatness and accuracy of the work. I was not surprised to learn that ten of the boys who have left the institution are clerks in the Reading R. R. office, and eight in the Penna. R. R. office, and a large number are clerks and book-keepers in business houses in and about the city. In both departments, also, the neatness and accuracy with which the work was written upon the board stood out in marked contrast with that of many schools of much higher pretensions. In respect to the instruction, I can truthfully say that while I saw some teaching that I think could be improved. I saw no really inferior teaching, and most of it is in accordance with the improved systems of modern education, and will compare favorably with the instruction given in the very best schools of its grade.

I was pleased to notice that the industrial element in education was not neglected. The flower-making girls showed much taste and artistic skill in their work, and many of their products would not do discredit to the windows of some of our stores on Chestnut street. The girls were also taught to sew, helping to make their own dresses and other clothing, under the supervision of two competent sewing women. They also learn housekeeping by assisting in the kitchen, dining-room, and laundry, doing the lighter work as adapted to their strength. They learn to do ironing and what ladies call "fluting," which, I presume, is a very useful accomplishment in a well-regulated household. They also make their beds, sweep and dust, and help to keep their rooms neat and clean.

The industrial education of the boys is not so well organized as that of the girls. The reason assigned is that it is more difficult to make proper arrangements for it; and the reason seems a valid one. They, however, have some industrial exercises in the way of assisting in the care of the grounds and buildings. For physical exercise, aside from their plays, they have regular military drills in the school of the company and battalion; and there is a brass band of some twenty pieces connected with the school. The most satisfactory arrangement for the industrial education of the boys is that with the Spring Garden Institute, in which thirty of the oldest students have been working during the present year. They devote three hours a day for two days in the week to this work, being taught the use and care of tools, working in wood and iron, turning, chipping, boring, making joints, etc. It gives me great pleasure to state that one of these soldiers' orphans, a boy 15 years of age, took the first prize at the Spring Garden Institute, this summer, for true work in wood and iron.

Physical Condition.—I made such examination as was convenient in respect to the physical condition and means of securing the health of the students, and I can conscientiously recommend the school to the public in this respect. The pupils, as you may see to-day, are pictures of health; and so far as I could ascertain there has been very little sickness among them. They were neatly dressed, and seemed contented and happy. I examined with special care the dormitories, counting the beds and windows, and found them clean, well-lighted and well-ventilated. They were furnished with single beds. I noticed only two double beds; straw matresses and pillows, two sheets, two woolen blankets, and everything was as clean and neat as could be expected in a school of this kind, and much better than in many schools of greater pretensions which I have visited. These dormitories were provided with fire-escapes, and where one room opened into another, the door was hung so as to swing both ways on the hinges, so that no accident could occur on account of a closed door.

The class-rooms were all well-lighted and ventilated, with the exception of two rooms on the first floor, which are not entirely satisfactory, but I found that special pains were taken to keep these well ventilated. There were mottoes of moral and religious sentiments on the walls of the school rooms, and also engravings and other pictures making them, though plain, look neat and attractive. The seats and desks were plain and in some cases old, but in no case objectionable. The outhouses of schools are never satisfactory; but these were in as good, I can say even better condition than most of the schools I have ever been connected with or visited. The bathing facilities are ample and well adapted for cleanliness and health; and are much better than the large majority of the children of the State have access to. It is possible that a few improvements in the accomodations that pertain to the physical interests of the children might be suggested; but from a wide observation of schools I can truthfully say that they are far above the average of boarding schools; and that I saw nothing that could in any way interfere with the health of pupils. It would be an incalculable blessing to the State if every boy and girl of the Commonwealth had equal facilities for physical development and the preservation of health.

Moral and Religious.—I was especially anxious to ascertain then, what was being done for the moral and religious education of these young people, more particularly so since there seemed to be an impression that the moral condition of these schools was very low and badly neglected. My inquiries and examination resulted in ascertaining a number of facts which were very interesting to me and which will be of interest also to the public.

All the teachers I learned are members of some church, which in itself is a promise of moral and Christian example to the children. The school is opened each morning with singing, reading the Bible, and prayer. After these opening exercises, the Sunday School lesson for the Sabbath is taught for a few minutes. So thorough is the instruction in the Bible lesson that each pupil a few weeks ago could repeat the subjects of the lessons and golden text from the 1st of January, to the second Sunday in May. There is also evening worship consisting

of singing, reading the Bible and prayer, conducted by members of the faculty.

On Sabbath morning there is religious service from 10:30 to 11:30, conducted by ministers of different denominations. On the first and second Sunday of the month the services are conducted by a Methodist minister; on the fourth Sunday by an Episcopal minister; and on the fifth Sunday of the month, when there is one, by a Moravian minister. On Sabbath afternoon at half past two o'clock the Sunday School meets in the school chapel. This Sunday School is under the general direction of Dr. Harper's Church of Broad and Green streets, Professor P. J. Umstead being the Superintendent. There are 41 Sunday School teachers of this school, most of them from Dr. Harper's Church, but there are also several Methodists and Baptists who teach in the school. One class is taught by a wealthy gentleman, an elder of the Presbyterian church, and one class is also taught by the accomplished wife of Dr. Harper. The singing, which was a prominent feature of the exercises, was conducted by Mr. Robarts of the *Phœnixville Messenger*. I had the pleasure of spending a part of the afternoon in this Sunday School, and my heart was filled with gratitude at the sight of the good work done for the spiritual welfare of these orphan children.

I was naturally desirous of ascertaining the influence of this religious training upon the pupils; and on making inquiry I find that at present *fifty-one* girls and *twenty-five* boys of the Soldiers' Orphans are members of Dr. Harper's Church. Since the organization of the Sunday School, eleven years ago, about three hundred have been members of his church, many of them are still members of this church, while some have connected themselves with other churches in the different localities where they reside.

These facts are the result of observation and inquiry and have been verified by the testimony of others. They speak for themselves; and nothing that I could add would increase their significance. The work in which the institution is is engaged is a noble one, and it seems to me the managers and teachers deserve high praise for the efficient and faithful manner in which they are conducting it. You are helping to redeem the pledge which Pennsylvania's great war Governor made to the fathers of these children when he urged them to go forth to battle for the nation. You have opened a source of influence here which will mould the future lives of these young people, and in the providence of God perhaps determine their eternal destiny. A work so high and so faithfully performed deserves words of encouragement and congratulation; and to Mrs. Hutter and her co-laborers, permit me to say, that though you may not always have been appreciated, you need not fear that you will not have your reward. You have a high reward in the consciousness of a duty well performed; but more than that, in homes of intelligence and virtue these orphan children will hereafter stand up and call you blessed; and you will meet with the Divine approval at the last day.

ITEMS FROM REPORTS.

ARMSTRONG—Supt. Stockdill: It is gratifying to me to state that our teachers are better prepared this year than ever. They do very well in Physiology. In different sections of the county the physicians are teaching classes in this subject. Dr. U. O. Hileman, of Parks township, and Dr. R. E. McCauley, of Apollo, deserve special mention for the interest manifested in our teachers. Their students stand a good examination in that branch. I wish all the physicians of the county would take hold of this work. I attended the examination of the graduating class of the State Normal School at Indiana. They stood an excellent examination. Prof. Durling and his corps of excellent teachers are doing a good work. I wish all people would take as much interest in Normal Schools as Hon. Silas Clarke and Mr. Wilson, of Indiana. They are the right men in the right place. The directors of Kiskiminetas township have contracted for another excellent school building. Bethel and North Buffalo have done the same. The good work goes on. The Kittanning public school building has been contracted for at a cost of $35,000. It will be an elegant building, with all necessary modern improvements. Kittanning ought to have a good school building, as it is one of the wealthiest towns of its size in the State. We have held four examinations of teachers. The applicants never did so well. They are well prepared in Physiology and Hygiene. We have a few people that are opposed to this latter study, but they do not belong to the intelligent class by any means.

BERKS—Supt. Keck: Hamburg changed her school term from seven to eight months. The Lower Heidelberg directors will put up a new school house. Bernville changed her school term from eight to seven months. Birdsboro will be obliged to open a tenth school. There are more applicants this year than we ever had before. Most of the applicants are well prepared in Physiology.

BLAIR—Supt. Likens: Many of the teachers are attending Normal Schools. Summer schools are in session in various parts of the county. Two new houses will be built during the summer—one in Freedom, and the other in Logan township. The first annual examination of the pupils who have completed the prescribed course of study in the grammar school of Tyrone was held June 2d. Five pupils were in the class, and all passed creditably. The commencement exercises were held June 4th. Deputy Supt. Houck was present and addressed the graduates. It was an evening long to be remembered by the good people of Tyrone.

CAMBRIA—Supt. Strayer: More new houses will be built during the coming year than in any one year since my connection with the schools. Our people generally seem fully alive to the fact that to have good schools we must have good buildings. About two-thirds of the teachers of the county are now attending school, and we may look for better qualified teachers than heretofore. Coopersdale Academy, in charge

of Prof. John S. McKay, has opened for the second session. Trustees have been elected, and a building will be erected during the summer. Our schools were generally successful during the term just closed.

CARBON—Supt. Snyder: The examinations thus far held show a marked improvement over last year, and especially so in Arithmetic, Orthography and Theory of Teaching. Excellent work was done in the schools during the past year with the new branch, Physiology and Hygiene, and the teachers show by the examinations they pass in this branch that they have worked it up thoroughly.

CHESTER—Supt. Harvey: Our excellent Normal School is doing a grand work in educating teachers. Not that it graduates so many, but many of our young men and women, after spending a year or two at one of our high schools or seminaries, go to the Normal and qualify themselves for good work in the schools.

CLINTON—Supt. McCloskey: The examination for the borough of Renovo was held June 12th. The full Board of Directors was present. A. D. Rank has been re-elected principal of the Renovo schools.

CRAWFORD—Supt. Sturdevant: Mr. R. D. Crawford, of the Cambridgeboro schools, has resigned the principalship and accepted a similar position at Tidioute, Pa., at an increased salary. While we congratulate him on his advancement, we are sorry to lose him from our schools and our educational councils. Geo. I. Wright, principal of the Conneautville schools, has been re-elected at an increased salary. Geo. L. Thomas has accepted the principalship of the Springboro schools, having been chosen from a large number of applicants. Unusual care is being taken in the selection of teachers. In our leading schools, an especial effort is also being made to secure the best available primary teachers. This is exceedingly hopeful, as a sign of progress. Miss Lizzie Kelley retires from the Cambridgeboro; she is to be succeeded by Miss Irene Wilson, who has also shown especial aptitude for primary work.

GREENE—Supt. Herrington: The effort being put forth by the teachers for their own improvement surpasses that of former years. There are twelve local Normal schools taught by very competent teachers in the county this year, and the attendance at the Waynesburg Normal is one hundred. In the examinations thus far held, we find teachers very much better prepared than formerly.

LYCOMING—Supt. Lose: The schools of Muncy and Montoursville closed this month. At Muncy five students graduated from the high school. At Montoursville a three-days' examination was held and pupils promoted accordingly. The schools of the latter place are in a better condition than for years past.

MCKEAN—Supt. Campbell: The Smethport schools closed with appropriate, interesting, and successful exercises. The house was filled to its utmost capacity. The most encouraging feature of our schools thus far is the re-employment of many of our successful teachers.

POTTER—Supt. (Miss) Buckbee: The semi-annual meeting of our Teachers' Association was held in Sharon, June 28th. About forty teachers were in attendance. Our County Reading Circle held its first regular meeting in connection with the Association.

SOMERSET — Supt. Weller: The Spring schools were well attended, and the number of applicants for examination greater than ever before. We have more to select from, and hope thus to secure a better class of teachers.

UNION—Supt. Johnson: Eight pupils from Kelly township, having finished the prescribed course of study, were examined by the County Superintendent, and awarded diplomas.

VENANGO—Supt. Lord: The Board of Sugar Creek township will build a two-story house at Reno this summer. The school at Two-Mile Run, in the same district, should be graded and two teachers employed. This will require a new building, which will probably be erected next season. The summer schools in this county have less than two-thirds of their winter enrollment, and the rate per cent. of attendance is also much smaller. The districts which have a continuous term, or nearly so, lead the others very decidedly in educational work.

WAYNE—Supt. Kennedy: Classes were graduated this month at the following graded schools: Honesdale, Hawley, and Waymart. The exercises in each case were very commendable and indicated thorough study. G. W. Twitmyer is re-engaged at Honesdale, W. T. Butler at Seelyville, and J. F. Dooley at Waymart. This insures another good year's work in these schools. Dr. Wm. Miller succeeds J. E. Tiffany at the Pleasant Mount Academy.

BRISTOL—Supt. (Miss) Booz: At a meeting of the School Board all the teachers were re-appointed. The salaries remain the same, though an effort was made to advance them. The salaries of the janitors were increased. The closing exercises of the grammar school were very creditable to teachers and pupils. The music by the grammar school orchestra occasioned much merriment.

HAZLETON BORO'.—Supt. Harman: The annual "Exposition of Work" was held June 12th and 13th. It embraced all of the final examination papers, and the drawing and writing of the year, together with such special work as each teacher chose to prepare. The schools closed with class exercises and the annual commencement. Seventy-five boys and two girls completed the course very satisfactorily and received their diplomas. County Superintendent James M. Coughlin closed the exercises with one of the best practical educational addresses that we have ever heard. The work of the scholars was the best that has yet been placed upon exhibition. It was all done neatly, and the final examinations were done with the pen. The interest manifested by the citizens was encouraging, and the success of the year, as well as of the closing exercises, is commendatory of the corps of teachers, who have labored so faithfully. Hereafter the school board will consist of nine members. Nearly all of our old teachers have been re-elected; several have received an increase of salary. Another school will be

opened in the primary grade. Prospects for the coming year are encouraging.

MAHANOY CITY—Supt. Balentine: June 4th, our tenth commencement was held in the Citizens' Rink. Nearly one thousand people were present. The class numbered thirteen; average age seventeen years. Dr. B. F. Shaub, of Millersville, delivered an able and eloquent address on the occasion, closing with appropriate advice to the graduates.

NORRISTOWN — Supt. Gotwals: The high school commencement was held June 28th. As usual the hall was crowded. These exercises are becoming more popular every year. The only difficulty in the way is the inadequate size of the hall. The graduating class numbered thirty-seven. The addresses, essays, and recitations by the pupils were well received by the audience, and highly commended. The music by the school, aided by an efficient orchestra, was praised by all. The citizens seem well pleased with the work done in their schools.

PHŒNIXVILLE—Supt. Leister: Commencement exercises were held June 14th, in the presence of a large audience. Seven young men and sixteen young ladies were graduated. A short address was delivered by County Supt. Harvey.

SHAMOKIN—Supt. Harpel: The teachers' annual examination was held during the month. Whilst the standard was considerably advanced, the average reached by a majority of the teachers far surpassed that of former years.

SHENANDOAH—Supt. Freeman: Our schools have just closed an unusually successful year. Marked improvement has been made by our teachers in respect to school government and methods of instruction. The Directors have built and furnished three new school-houses. The half-day system in the primary schools has been abolished, and the full time plan adopted, to the great satsfaction of the patrons of the schools. The high school graduated a class of nine pupils, seven of whom were young men.

TAMAQUA—Supt. Ditchburn: During this and the last month, I examined all the schools, and the result is an average all around of 85 per cent. Six pupils of the high school were granted diplomas.

WILLIAMSPORT—Supt. Transeau: All applicants for provisional certificates, except four, were graduates of our high school. During my entire Superintendency, I never examined a class so well prepared. Two additional schools will be organized at the beginning of next term. The salaries fixed for next term have been increased, in the aggregate, more than two thousand dollars.

LITERARY DEPARTMENT.

SOME BOOKS FOR A TEACHERS' LIBRARY.

AT this time of the year, when earnest teachers are thinking of new methods, means, and helps, to introduce with the opening of the new school year, we do not doubt that throughout the State preparations are being made to start teachers' libraries, or where they have been started, to add new works to them. For a Teachers' Library is being more and more recognized as an essential part of the equipment of every first-class school. The standard of requirement for our teachers has been raised so high, that to fully meet it they absolutely must have many books outside of their ordinary text-books. They must have them or fall short of the standard set up. With the salaries most of them get, however, it is next to impossible for them to buy the needed works out of their own pockets alone. To meet this grave difficulty is the mission of the Teachers' Library, where, at a comparatively slight expense to each teacher, can be placed the works needed by all—right at hand in the school building, and accessible to every teacher as needed.

The time is rapidly coming when a Teachers' Library will be considered as indispensable a part of every school's equipment, as are now the scholars' slates and text-books.

In order to help our teachers in the matter of furnishing such libraries, we have carefully selected a list of works for the purpose, all of which are especially fitted for teachers' use and reference. Many more as important could no doubt be named. We do not give the list as in any sense a complete one. But we give it as containing books we personally know to be reliable and helpful, and which, if procured, will be found to form a very good nucleus for a more varied, comprehensive, and complete collection. To some of the books we have already referred in the past; of such we give here only the titles, and reference to the number of *The Journal* in which fuller notice of them is to be found. It will be seen that our present list does not include much more than the departments of language, literature, and history. We may in the future enlarge it to cover the other departments.

First of all, every library should have a good work on *Psychology*, and we know of none better adapted for teachers' use than Prof. Jas. Sully's, (New York: D. Appleton & Co.) noticed in last month's *Journal*. In the same number we also noticed Brown's new work on *The Philosophy of Expression* (Boston: Houghton, Mifflin & Co.) For the practical application of the philosophy to the work of instruction in elocution, Prof. Russell's *Orthophony, or The Cultivation of the Voice in Elocution* (Boston: Houghton, Mifflin & Co., $1.20) will be found very helpful. It has been thoroughly revised, enlarged, and much improved in this new (sixty-third) edition, and will now be more useful than ever in giving a thorough ground-work, with scientific, rational, eminently clear and practical instructions, for the elementary teach-

ing of elocution. It will continue to be regarded as one of the very best works of the kind in existence. By its side, as one of the best works on the study of right expression in composition, should stand Prof. Welsh's *Complete Rhetoric* (Chicago: S. C. Griggs & Co.—see *Journal*, March, 1886), and as supplementary to both, Richard Grant White's *Words and their Uses*. (See April, 1886), *Every-Day English* (Boston: Houghton, Mifflin & Co). Both these are standard works, and really indispensable to every student or teacher of correct English. Every-Day English is a sequel to Words and their Uses, and treats in Mr. White's inimitable style, first of Speech. secondly Writing, thirdly Grammar, and fourthly Words and Phrases. It is not a text-book, but a series of charmingly written, profound essays, full of common-sense, large learning and delightful humor.

Turning to the department of literature, we have a marvel of condensed comprehensiveness in Anne C. Lynch Botta's *Handbook of Universal Literature* (Boston: Houghton, Mifflin & Co., $2.) In its nearly 600 pages it gives a clear survey of the entire field of literature, beginning with the origin of letters, sketching the Chinese, Japanese, Sanskrit and other ancient and modern oriental literatures, treating more fully the Greek and Roman, and devoting entire chapters to the Italian, French, Spanish, Portuguese, Finnish, Slavic, Dutch, Scandinavian, German, English, and American, bringing the history of each down to 1885. The book is certainly a *multum in parvo*, and not only admirable for reference, but interesting for study and entertaining to read; above all, it is thorough, accurate, and entirely reliable. For a convenient literary cyclopedia nothing can compare for lowness of price with *Alden's Cyclopedia of Universal Literature* (New York: Jno. B. Alden, 15 vols., $8.) It is alphabetically arranged, under each author's name giving a brief biographical sketch, critical notices, and usually very satisfactory specimens of each author's writings. Notwithstanding the absurdly low price, the books are well printed, on good paper, and very well bound in cloth, gilt top, etc. The first three volumes are now ready, and the complete set will be issued within a month or two.

A teachers' library, however, needs also something fuller, on English and American literature in particular. For the best history of English literature we recommend Prof. Welsh's *History and Development of English Literature and Language* (Chicago: S. C. Griggs & Co. See *Journal*, January, 1886.) Besides this, a less detailed and critical, but not less useful work, is Mrs. Abby Sage Richardson's *Familiar Talks on English Literature* (Chicago: A. C. McClurg & Co., $1.50.) It is a history of English letters up to the time of Scott, written in a familiar and exceedingly interesting style. These qualities have made this one of the most popular works of the kind in the language. It is in use in a large number of schools, and is growing in favor from year to year. More than any other book of the kind it succeeds in making the study of literature pleasant and interesting, creating thus a taste for more knowledge in this special field of study. We believe it only needs an examination to be at once procured and put into the library. The same publishers also issue another excellent work for teachers' reference and use, Saintsbury's *Specimens of English Prose Style*, from Malory to Macaulay. It will be found exceedingly useful in teaching literature, as it gives extracts from the chief works of a multitude of English writers, which otherwise would not be as conveniently accessible. It is largely used in England as well as in our own country. Both books are excellently made in every respect, as indeed are all the works of this leading publishing house of the West. The late E. P. Whipple's *Literature of the Age of Elizabeth* (Boston: Houghton, Mifflin & Co. See *Journal*, March, 1886), is the standard authority for that most fruitful and interesting period; while E. C. Stedman's two charming volumes, *Victorian Poets*, and *Poets of America* (Boston: Houghton, Mifflin & Co. See *Journal*, January, 1886), are classics, and the standard works on the modern poetry of our language. No library should be without them. Prof. Chas. F. Richardson's little *Primer of American Literature* (Boston: Houghton, Mifflin & Co., 30 cts.), is most serviceable for handy reference. It is really more than its humble title professes, being an accurate, conscientious and critical epitome, in very readable form, of the leading facts and elements in American literature from colonial times down to the present. It deserves its very wide popnlarity. For reference as to literary names and dates, Mr. Oscar Fay Adams's *Handbook of English Authors* and *Handbook of American Authors* (Boston: Houghton, Mifflin & Co. See *Journal*, November, 1885), are just what teachers often want. Similarly Wm. A. Wheeler's *Dictionary of the Noted Names of Fiction* ($2.), by the same publishers, will be found exceedingly useful. This is really a book every reader of fiction and of the best literature almost daily feels the need of, giving not only all the noted names of ancient, medieval, and modern fiction, mythology, drama, etc., but nicknames and pseudonyms as well, with the pronunciation, explanation, and often the whole history of each one. As Mr. Longfellow said of it, "It is a work *sui generis*, all the flowers from the field of romance mingled together." *Yesterdays with Authors*, by Jas. T. Fields (Boston: Houghton, Mifflin & Co., $2), is so well known and so well loved by all intelligent readers as to need no more than mention here. Mr. Fields in his own charming way makes us better acquainted with the personality of the authors of whom he writes than do most biographers. Yet it is in no sense a biography, but only sketches of the author's own personal acquaintance with Hawthorne, Dickens, Wordsworth, Miss Mitford, "Barry Cornwall" and some of his friends. It is a most delightful, and at the same time instructive book. We have left the *American Men of Letters* series for the last, though they ought to be among the first books procured for the library. (See *Journal*, July, August, October, November, 1885.) So likewise Harrison's *Choice of Books*

(New York: Macmillan & Co.), and Baldwin's *The Book Lover* (Chicago: A. C. McClurg & Co.), ought to be had by every teacher (See *Journal*, June, 1886); while one or more good collections of poetry will also meet a frequently felt want. Two excellent ones are published by Houghton, Mifflin & Co., with special reference to this purpose. One, *Poetry for Children*, prepared by Dr. Samuel Eliot, superintendent of the Boston public schools, has given great satisfaction wherever used; the other was prepared by Mr. Henry Cabot Lodge, and is entitled *Ballads and Lyrics*. In both the selections are made with excellent taste; there is variety enough to suit all ages and capacities, and the aim has been steadily kept in view, in the words of Mr. Lodge, "to breed a liking for good poetry, and to suggest more extended reading in the works, both in prose and in verse, of the best authors." The two together cost only $1.80.

In the department of history we can mention only a few of the most needed works, such as Fisher's *Outlines of Universal History* (New York: Blakeman, Taylor & Co. See *Journal*, April, 1886), and Ploetz's *Epitome of Ancient, Medieval, and Modern History*, translated and edited by Wm. K. Tillinghast (Boston: Houghton, Mifflin & Co., $3.) This is a remarkably clear and comprehensive survey of the history of the world from ancient times up to the present. It is specially designed as a guide to the study and teaching of history. And for this its unique arrangement, whereby a brief connected narrative is accompanied by a clear, well-graduated chronology, which emphasizes the sequence of events without breaking up the story, is admirably adapted. In thoroughness, accuracy, and arrangement, it is a model of what a book of reference should be. For fuller histories of separate countries, nothing better probably can be found than the *Students' Series* of Harper and Brothers.

In American history, outside of the larger works of Bancroft and McMaster, there are several specially suitable for teachers' libraries. Such is Mrs. Richardson's excellent *History of our Country*, from its discovery by Columbus to the celebration of the Centennial, fully illustrated and handsomely printed and bound (Boston: Houghton, Mifflin & Co., $4.50.) It is a volume of 600 octavo pages, written in Mrs. Richardson's graphic and entertaining style, and remarkably full and comprehensive in the treatment of all important men and events. Col. Higginson's *Larger History of the United States* (New York: Harper & Brothers. See *Journal*, December, 1885), is of equal interest and excellence, though carrying the history no further than Jackson's administration. For the history of the individual States of the Union, the volumes of the *American Commonwealth Series* (Boston: Houghton, Mifflin & Co. See *Journal*, January, 1886), are invaluable. Very useful, too, to the student of that most thrilling period of our history, the War for Independence, is Justin Winsor's *Reader's Handbook of the American Revolution* (Boston: Houghton, Mifflin & Co., $1.25), in which will be found an exhaustive list of works on every phase of the great struggle, with numerous critical and explanatory notes and notices, and the whole so wisely arranged and indexed that any one wanting a full knowledge of any particular period or event of the Revolution, need but turn to this volume and at once find indicated every work, source, and authority to be had on the subject. It is a work of the utmost value to the independent student of American history.

Here we close our list for the present. We have mentioned enough books with which to begin a good library. Teachers or Directors will make no mistake in getting them at least, though there may be others they will want besides. They are all books such as we know from experience teachers almost daily need for consultation, reference, and study. If they have them right at hand, they will be better teachers for it, and do better work for the cause of education.

THE HISTORY OF RUSSIA. *From the Earliest Times to 1877. By Alfred Rambaud. Translated by Leonora B. Lang. Illustrated, gilt top. 12mo. Vol. I., pp. 309; vol. II., pp. 305. Price $1.75. New York: John B. Alden, 393 Pearl St.*

Good histories of Russia are scarce in our language, yet the importance and interest of Russian history are such as to make its study unusually entertaining. So far as we know, the work before us is the best popular history of Russia accessible to English readers. And, we may say, it has only now been made generally accessible, since Mr. Alden offers it at so marvellously low a price; formerly the very same work could not be bought for less than $18. Whoever examines the workmanship of the two handsome volumes, the good paper, print, and excellent binding, must be astonished at the possibility of their being offered at so low a figure. It is a book worthy of a place in any library, and one our school libraries should not neglect to procure. No historical department can any longer be considered complete without having a history of Russia on its shelves.

KANT'S ETHICS. *A Critical Exposition. By Noah Porter, President of Yale College. 12mo., pp. 249. Price $1.25. Chicago: S. C. Griggs & Co.*

This is the fifth volume of Griggs' *Philosophical Classics*, bound uniformly with the proceding ones, on Kant's Pure Reason, Schelling's Idealism, Fichte's Science of Knowledge, and Hegel's Æsthetics, and every way worthy of them. We cannot speak in too high praise of this admirable series; when complete it will be an invaluable work to the philosophical student. And of all the volumes, none is more important than the one before us. The ethical system of Kant has never yet been superseded. Its principles are the foundation on which all our best moral philosophies are built. The threatened spread of utilitarianism can no more effectively be met and overcome than by the renewed study of the system of the great German thinker. And the tendency to-day is stronger than ever to return to this study. We therefore consider the publication of this volume, and indeed of the whole series, an undertaking as timely as it is important. The publishers are particularly fortunate in having procured President Porter for this volume; for no more thoroughly competent person for just this work could be found in the country. He has given us a volume as thorough, clear, and at the

same time interesting, as any thus far published on this important subject. Kant's Ethics can be more thoroughly understood by the great majority from this little book than from the unaided study of Kant's own original work.

WOMAN IN MUSIC. *By George P. Upton. Second Edition, revised and enlarged. 12mo., pp. 221. Price $1.25. Chicago: A. C. McClurg & Co.*

This is a charming little volume, full of interesting information, which could not be found anywhere else save as the fruit of laborious research in out-of-the-way musical histories and biographies. It is plainly a labor of love. The author, recognizing that no woman has composed any of the world's great musical works, seeks to account for this strange fact. This is done in the first chapter. Then he shows how woman has nevertheless been the cause of most of the world's great compositions, by being the inspiration of its great masters. He does this by giving short, entertaining biographies of Bach, Handel, Beethoven, Haydn, Mozart, Schubert, Mendelssohn, Schumann, Chopin, Weber, and Wagner, and tracing the influence of woman in each one's life and labors. He also shows that as an interpreter of music woman is far ahead of man, by reference to a multitude of world-famous female musicians. Finally he gives a list of all the noted female composers during the last three centuries. The book is one that will be most welcome to all interested in music and its history; while there is no one who will not find it delightfully entertaining reading. The artistic make up of the volume, beautiful proportions, excellent typography, delicate head and tail pieces, and neat binding, are a credit to the publishers.

THE WISDOM AND ELOQUENCE OF DANIEL WEBSTER. *Compiled by Callie L. Bonney. 12mo., gilt top, pp. 227. Price, 75 sts. New York: Jno. B. Alden.*

A study of the masterpieces of forensic style and address is the best education in the acquirement of such style. And certainly none is more worthy of being made the subject of such study than Daniel Webster. The compiler of this volume has selected from his orations, speeches, and so forth, with much judiciousness, and put the best of his "wisdom and eloquence" into a neat, compact, and convenient book. Nowhere will this work be more appreciated than in our schools and by educators in general. Mr. Alden deserves the thanks of all for having brought out this volume in so excellent a form, and at a price within the reach of every one.

NUMBERS ILLUSTRATED *and Applied in Language, Drawing and Reading Lessons. An Arithmetic for Primary Schools. By Andrew J. Rickoff & E. C. Davis. 12mo., boards, pp. 160. New York: D. Appleton & Co.*

NUMBERS APPLIED. *A Complete Arithmetic for Intermediate and Grammar Schools. By A. J. Rickoff. 12mo., cloth, pp. 416. The same.*

Both the volumes of *Appleton's Standard Arithmetics* are excellent. The design of the first is to familiarize the child with numbers and their combinations, not by means of repeating such formulæ as "4 and 3 are 7," but by provoking observation to lead him to the adoption of the formulas as a statement of his own experience." This end is served by numerous pictorial illustrations, language lessons, diagrams, slate exercises, and object work. We believe that a competent teacher can make the primary study of arithmetic a pleasant task for the little ones, instead of the dreaded labor it was to many of us in our earliest years. The second volume carries out the same principles and methods, and applies them to more advanced scholars and subjects. A special feature of it is the great number of short exercises, and suggestions for original problems. It is very properly sought to familiarize the student with principles and methods by means of these rather than by the mere memorizing of definitions and rules. The books are well worth examining by our teachers and directors.

ESSENTIAL LESSONS IN ENGLISH COMPOSITION, ANALYSIS AND GRAMMAR. *By J. E. Murray. 12mo., pp. 226. Price 75 cts. Philadelphia: Jno. E. Potter & Co.*

ADVANCED LESSONS IN ENGLISH COMPOSITION, ANALYSIS, AND GRAMMAR. *By J. E. Murray. 12mo., pp. 384. Price, 90 cts. The same.*

These volumes are Books I. and II. of *Murray's Language Series.* The idea of teaching Composition, Analysis and Grammar together is certainly the only correct one, and is very successfully followed by Prof. Murray. Pupils are required to study the sentences as a whole before they take up the separate parts of speech; and every point of each subject is made clear, and impressed on the mind by the use of numerous exercises and examples. Definitions and rules are as few and short as possible. Conscientious thoroughness characterizes the method of treatment in both books, at the same time the manner, variety and kind of exercises and so on, serve to make the study interesting and pleasant. The books deserve to become very popular as text-books, and we believe are sure of becoming so. They have merits that need only be examined to be appreciated. The publishers, too, have done their work well. The paper is good, print large and clear, and binding substantial and attractive.

GEOLOGICAL STUDIES; OR ELEMENTS OF GEOLOGY. *For High Schools, Colleges, Normal, and Other Schools. By Alexander Winchell, LL.D. 8vo., illustrated, pp. 513. Price $3.00. Chicago: S. C. Griggs & Co.*

We have before had occasion to express our great satisfaction with the works of Prof. Winchell. He stands at the head of American geologists to-day; and his works on the subject are among the best in the language. For a practical instructor, guide, and help in the actual study of this most fascinating science, however, we know of no other work of his or of any author that can be compared with the substantial and well-made volume before us. It is really two volumes in one; in the first part the study is inductively pursued, familiar facts, pebbles, boulders, rocks, springs, sediments and erosions, strata and fossils, are noted, studied and explained. And all in a manner so clear and simple, that the young scholar will not only understand, but should become deeply interested in the subject. The student is then gradually led to the broader generalizations of the science. Useful tables are given for the ready determination of minerals and rocks. Part II. gives a compact, systematic review of the subject, with a fuller treatment of the whole. Here again are excellent tables, maps, and charts. Prof. Winchell's treatment is fresh, entertaining, thorough and original. The arrangement of the book is logical, natural and eminently practical. The whole work is, in every respect, admirable, whether for use as a text-book, or as a guide in private study. We know of no better work of like aim and compass in the language, if indeed there is any that can be called as good. The mechanical execution of the volume is worthy of the contents, and as thoroughly praiseworthy. It is a book we can heartily commend to all.

THE WATER MILL.

LOUIS DIEHL.

Allegretto.

1. Lis - ten to the wa - ter mill, All the live - long day,
2. Take the les - son to your - selves, Lov - ing hearts and true,

2nd. v. ritard.

How the click - ing of the wheel, Wears the hours a - way;
Gol - den years are fleet - ing by, Youth is pass - ing too.

a tempo.

Lan - guid - ly the Au - tumn wind Stirs the green - wood leaves,
Strive to make the most of life, Lose no hap - py day,

From the field the reap - ers sing, Bind - ing up the sheaves;
Time will nev - er bring you back Chan - ces swept a - way;

p 2nd verse gradually slower to the end.

And a mem - ry o'er my mind, As a spell is cast; The
Leave no ten - der word un - said, Love, while love shall last; The

mill will nev - er, nev - er grind With the wa - ter that is past.
mill will nev - er, nev - er grind With the wa - ter that is past.

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MEETING OF STATE ASSOCIATION AT ALLENTOWN.

EDUCATORS OF THE STATE IN COUNCIL.

THE thirty-second annual convention of the State Teachers' Association of Pennsylvania was called to order shortly after ten o'clock on the morning of Tuesday, July 6th, 1886, in Music Hall, Allentown, by the President, Hon. John Q. Stewart, of Harrisburg, Deputy State Superintendent of Public Instruction.

Prof. WILLIAM B. HALL, of Lancaster, led the Association in singing "Jesus, Lover of My Soul."

The 104th Psalm was read by Rev. S. G. WAGNER, D. D., of the Reformed church, after which he offered prayer.

"Rock of Ages" was then sung by the convention, after which the exercises proceeded in accordance with the programme.

ADDRESSES OF WELCOME.

Supt. J. O. KNAUSS, of Lehigh county, delivered the first address of welcome, as follows:

Mr. President, Ladies and Gentlemen, Fellow Members of the Pennsylvania State Teachers' Association: To me has been assigned the pleasant duty, in behalf of the teachers and citizens of Lehigh, to bid you a hearty welcome to our county. We greet you most cordially, not as strangers, but as old acquaintances and friends. The meeting of 1868 was held in this city, and permit me to assure you that we feel highly honored in having again the privilege to greet you at the opening of the thirty-second meeting of the Association, on your return after a sojourn of eighteen years in different parts of our grand old Commonwealth. This gives us ample evidence that we were not forgotten.

We welcome you to the beautiful and varied scenery of our hills, mountains and valleys; to our industries in their variety—our beautiful and fertile farms, our mining, quarrying and manufacturing industries; to our institutions of learning, our colleges, public and private schools.

Lehigh county was formed from Northampton county, and organized as a separate corporation in 1812. It extends from the Blue Mountains on the north to beyond the Lehigh or South Mountain on the south; from the Lehigh river and Monocacy creek on the east to the line of Berks and Montgomery counties on the west. The surface of the county is finely diversified, and two-thirds of its area is improved. The soil generally is very fertile.

The view from the top of the Blue Mountains southward is grand in the extreme. At a distance, an extensive country, diversified by roads and farms, watered by the wandering Lehigh and its tributaries, and with ridge retiring behind ridge till lost in the faint tints of the horizon, all burst upon the sight, filling the mind with sublime ideas of the greatness of the Creator.

On the summit of the Lehigh Mountain, three miles south of Allentown, is "Bower's," or "Big Rock." The view from this point is very extensive and picturesque, embracing a rich variety of landscape and industrial enterprise in both the Saucon and Lehigh valleys. From its top, almost a thousand feet in height, the Lehigh river can be seen for many miles, lending enchantment to the view as the eye follows its winding course. Here the two railroads, the Lehigh Valley and the Lehigh and Susquehanna, running almost parallel on opposite sides of the river, with the serpentine trains of coal cars and smoking locomotives, are plainly discernible, while the canal boats, with their faithful tugging mules and lazy crews, relieve the landscape from monotony.

A number of noted springs in the vicinity of Allentown are resorted to by visitors, and are favorite places for parties and picnics. A branch of the State Fishery—the Eastern State Fish Hatchery—is located on the Little Lehigh river, about four miles from Allentown.

Our industries are varied and extensive. The agricultural products of the country annually amount to more than $2,500,000. Our mineral resources are immense and in great variety—the product of iron mines and furnaces alone amounts annually to almost $4,000,000. The

slate quarries and their products in the northern part of the county are forming one of our substantial industries. Slate is manufactured into school slates, black-boards, roofing slate, flagging and mantels. These products are shipped to all parts of the world. The famous zinc mines at Friedensville have yielded very extensively and are believed to be practically inexhaustible, but the great influx of water makes the mining operations very expensive. The pumping engine used here is remarkable as being the largest in the world. The Hydraulic Cement Works in the eastern part of the county are operated on a very extensive scale and are rapidly becoming one of our chief industries. A number of railroad lines extend through the county, reaching almost every village and all the townships but two.

All these industries have their educating influences, whether for good or ill. This must naturally affect our schools, and the system of education must be regulated accordingly. We claim no pre-eminent position in educational matters, but think our record such that the friends of education need not be ashamed of it. In common with the other counties of the State we have our system of public schools in every district, presenting to every child of school age the advantages of a good elementary education. That these advantages are improved I need but mention that the attendance at school for the year ending June, 1885, was 88 per cent., equalled by only two other counties in the State. In our ungraded schools we follow a regular course of study. In thickly inhabited districts and in villages and towns we have the schools properly graded. Each town has its high school, at which many of the pupils are prepared for the higher institutions of learning. Nearly one-half of our schools, outside of the city of Allentown, are graded.

Our teachers are alive to their work, and are striving to improve themselves professionally. For the last two sessions of our County Institute every teacher engaged in teaching in the public schools enrolled and attended the meetings. Our directors also usually give due attention to educational meetings. The time fixed for the meeting of the Association unfortunately prevents many of our teachers and directors in the rural districts from attending its meetings.

At Allentown we have Muhlenberg College for young men, our Female College for young ladies, and the Business College for both sexes. All these institutions are well patronized. At Fountain Hill, near Bethlehem, is the Bishopthorpe Boarding School for girls. The Moravian Seminary for young ladies at Bethlehem, established in 1749, is one of the oldest in America, and one of the most flourishing institutions in the State. The Moravian College, an institution in the form of a theological seminary, is also located at Bethlehem. Lehigh University, located at South Bethlehem, and founded by the late Judge Asa Packer in 1865, affords free tuition to the young men of the Lehigh Valley, in a complete technical education for those professions which have developed the peculiar resources of the surrounding region. Eighteen miles west of Allentown, at Kutztown, is located the Keystone State Normal School, which trains a large number of our young ladies and gentlemen for teachers.

Thus surrounded on all sides by educational institutions of all grades, we cannot but feel their influence. But the millennium has not yet come. We have our difficulties to be encountered, but with the aid of advanced ideas in education and improved methods based on true scientific principles, we may one day be able to surmount them all.

In conclusion, permit me to state that the 250 teachers and friends of education enrolled from our city and county in advance as members of this meeting, extend the hand of fellowship and bid you welcome.

Last but not least, we welcome you to the homes and hearts of our noble-minded citizens, and ask you to partake freely of their hospitality. We wish and hope that your brief stay with us may be one of enjoyment to you, and of mutual benefit to us all. Again, welcome!

Supt. L. B. LANDIS, of the public schools of the city of Allentown, followed in these words:

Mr. President, Ladies and Gentlemen: Membership of the Executive Committee would, I suppose, excuse me from the performance of this duty. But I cheerfully accept my assigned part on the programme, and in behalf the school authorities, teachers, and citizens of Allentown, extend to you a most cordial welcome. I am authorized to tender you our warmest friendship and our choicest blessings. Our people have opened wide their doors, and are prepared to make your stay so pleasant that you will hereafter deem eighteen years too long an interval between two successive meetings in our midst. The musical family of the cicadæ visited us last summer, and it was well understood before they left that *they* would stay away but *seventeen* years. We were happy to know it. Nor had our happiness anything to do with the fact that they neither ate nor drank. We have made ample provision that all of you may eat, drink and be merry, and we shall be glad to show similar hospitality whenever you see fit to repeat your visit.

At your first meeting here in 1868, the Association had just attained the age of "sweet sixteen." We were a borough then, with a strong desire to become a city. Our schools were in a transition state. Only a few months before, the Board had elected its first Superintendent. Young as you then were, the influence of that meeting was great, and can be distinctly traced. Since then you have been all over this great Commonwealth, and you return to-day with many of the old friends and hosts of new ones. We welcome your return, feeling assured that a body that has helped us so much in the days of its youth, will now in its years of vigorous manhood exert untold influence upon the educational life of any community fortunate enough to secure its annual meeting.

It is no small honor to entertain the members of an organization that has done so much to in-

crease the efficiency of our system of Public Instruction. The fight for Free Schools did not end in 1834. Previous to your organization in 1852, they had little more than a mere nominal existence. The State School Department, the County Superintendency, the City Superintendency, the State Normal Schools, the County Institute—all owe their existence to the work of this Association. In later years it appears that little effort has been made to control legislative action directly, but that more reliance has been placed upon the influence the Association has been exerting upon public sentiment. Thus it is that the State Teachers' Association has been largely instrumental in bringing about the improvement in school buildings and furniture, in increasing the number of graded schools, in the establishment of local institutes, in the lengthening of the term, the increase of salaries, etc.

It must be a matter of gratification, especially to the older members of this body, to notice the increased enthusiasm in our profession, which is rapidly lifting our schools to a higher plane. The present is an educational epoch that will take a proud place in history. Never in the past was there a period when inquiry for light was more general among teachers than now. Pennsylvania has lately made attendance upon County Institute optional, and yet has a full attendance everywhere. But one meeting of our State Association, so far as we know—that of Philadelphia in 1872—exceeded in numbers that of last year at Harrisburg. The recent meetings of the State associations of Indiana, Illinois, Iowa, Wisconsin, Minnesota, and others, are reported as the largest ever held in those States. The meeting of the National Association at Topeka next week, is expected to overrun the 6,000 membership of the Madison meeting two years ago. The teacher of to-day who is not a subscriber to one or more educational journals, is something of a curiosity — an educational fossil, rare, but of very little value. Reading Circles are springing up all around us, the members of which pursue courses of pedagogical reading extending over a series of years. It is a new life, a wide-spread enthusiasm, that has taken hold of the ranks of our profession. Need we fear the result?

You have come hither to give and to receive inspiration, and to win still greater fame for this body, that now takes no inferior rank among similar organizations the country over. But it is proper that this meeting should not be merely "a feast of reason," but also the occasion for "a flow of soul." Do not, therefore, slight the social feature.

If you then have time to wander about the well-shaded streets of our beautiful city, we are certain that you will carry away with you very favorable impressions. Though our city is about 100 years the senior of this organization, having been laid out in 1750 by Wm. Allen, Chief Justice of the Province, and brother-in-law of John Penn, there is nothing ancient in its appearance to indicate its age. It is situated upon high ground, and commands a fine view of the surrounding country. Our industries are constantly increasing in number and variety. We have just completed a second silk mill that gives employment to nearly 1,000 hands. In a week or so ground will be broken for a thread mill that will probably give employment to an equally large number.

Neither have our educational interests been neglected. We have superior school buildings, intelligent directors, able and zealous teachers. In fact, like almost every other city, we sometimes think our schools just a little the best in the State. Allentown is also the seat of Muhlenberg College and Allentown Female College, both institutions of high rank.

Nor is our city without some historic interest. It is stated, though the fashion among historians now is to disprove such interesting bits of history, that the Moravians, in settling in this part of Pennsylvania, intended to locate their settlements so as to represent the Holy Land. With Bethlehem five miles to the east, Nazareth fifteen miles north-east, and Emaus six miles west, this city was designed to represent Jerusalem!

A fact of national importance, and one fully proven, is this: In 1777, when the British forces approached Philadelphia, it was feared that the famous Liberty bell and the chimes of Christ church might be seized and transmuted into artillery. One morning they were missing, and it was supposed that they had been buried or sunk in the Delaware. But they had been loaded on wagons, and brought to this city by way of Bethlehem, and hidden under the floor of Zion's Reformed church on Hamilton street, between Sixth and Seventh, only a square and a half from our place of meeting. The old building has long since given place to a new one, and that in turn is now being replaced with a more handsome edifice. The Liberty bell occupied one of the wagons of a train of 700, under the charge of North Carolina and Virginia troops. The bells remained in concealment here until the close of the Revolutionary War, when they were returned to Philadelphia. A small one was left, which was afterwards placed in the steeple of the Allentown Academy. On the recent arrival of the Liberty Bell in New Orleans, the city was decorated with flags, guns were fired, steam whistles sounded, and all the people were glad to give it welcome. We have no record as to the manner of its reception in Allentown. But the fact that it never fell into the hands of the British, shows that the Allentonians of that day were true patriots, and possessed the power of keeping a secret.

But enough. Ladies and gentlemen, I find myself somewhat in the position of the youth who starting out for an evening's ride with a fair one, regretfully thought within himself "such a short road to go, and such a great deal to say." But should I use more of your valuable time for this purpose than is customary, you might perhaps sigh, as he frequently did upon their return—"such a long road and nothing to say!"

Let me say, in conclusion, that our people are proud of your presence here, I again bid you a most hearty welcome, and may this meeting prove to be one of the most successful in the history of the Association.

Hon. W. K. RUHE, Mayor of the City, welcomed the Association in these words:

Mr. President, Ladies and Gentlemen of the State Teachers' Association:

At the request of the Committee of Arrangements of this Association, and on behalf of the city authorities, I extend to you a cordial welcome. When your Teachers' Association at its last annual meeting at Harrisburg resolved to hold the thirty-second annual convention at Allentown, you conferred a great compliment on this prosperous and growing city, as well as upon the entire Lehigh Valley, which abounds with busy workshops, and manufacturing and business enterprises of great magnitude. Our citizens have looked forward to your coming with pleased expectancy, and are glad to meet this assembly of teachers and friends of education of the different sections of this great State. We feel proud of our educational facilities. Our public schools and colleges have achieved a wide reputation, and enjoy the patronage not only of this but also of other States. The buildings are of the finest, and our teachers are faithful, intelligent, and devoted to their calling. The committee have labored diligently in perfecting arrangements to accommodate this large assemblage; they have secured this fine hall for holding your meetings, and I am pleased to see such a large representation. I hope that your sessions will not only be pleasant and harmonious, but beneficial to the great cause of education which you have the honor to represent; and when your labors are ended, and you depart to your homes, may your memories of your sojourn here be only pleasant ones. I most cordially welcome you to the city of Allentown, in the name of its authorities and on behalf of its citizens.

Supt. R. F. HOFFECKER, Chairman of the Executive Committee, responded to the addresses of welcome as follows:

Mr. President, Ladies and Gentlemen of the City of Allentown.

Allow me on behalf of the Executive Committee and of this Association, to thank you for the earnest words of welcome so cordially and so ably given by your Hon. Mayor and your worthy Superintendents, Messrs. Knauss and Landis. Even if these kind words had not been uttered, the careful preparation made by the Local Committee for our reception, and the well-earned reputation of the citizens of Allentown for their generosity and hospitality, assured us of a hearty welcome.

Duty has called us here to counsel together for the best educational interests of Pennsylvania, but we are not blind to the fact that we meet in one of the richest and fairest spots of our grand old Commonwealth. Rich indeed you are in your fertile soil, your inexhaustible mines, and your excellent facilities for transportation; but richer still in your educated hands and cultured minds, that have developed your resources and made your county and your city renowned for their industries. Your love for learning and your architectural taste are alike displayed by your school, seminary, and college buildings, and also by the excellent provision you have made for instruction through all the grades, from the primary school to the college.

We are proud of our Association, and trust the sessions here may prove both profitable and enjoyable. We heartily believe in the utility of educational conferences. Such meetings are needed to determine the wants and uses of every profession. In the past this Association has figured largely in educational reforms, and to its deliberations we are indebted for the legislation which brought the County and City and Borough Superintendency, the Normal School act, the State School Department, and larger appropriations for school purposes. Without these agencies our schools would never have attained their present growth, nor would we have been able to take the mass of children that we have taken from foreign shores, permeating them with the principles of free institutions, giving them a love for and an appreciation of our favored land with its boundless resources, and making them American in language, American in sentiment, and American in aspiration.

Our programme brings before us the Common Schools, the High Schools, the Normal Schools and the Colleges,—all parts of one great work, and forming the school machinery of the State. In these discussions we hope that our country schools may receive such attention as will result in giving to them some of the abundant advantages that children enjoy in our cities and towns. It is true that the Normal Schools have sent to our rural districts much good teaching talent: but the good teachers they give we cannot hold. The keener, the better the teachers, the sooner, too often, are they discouraged in our country and primary schools, where the salaries are not sufficient to provide for more than the present necessities of life. And yet these are the very schools that need to be touched with the potent magnetic wand of good teaching, for through these schools must pass the great mass of the children who in the future will mould, direct and control the destinies of the State.

After music by the Association, "Work, for the Night is Coming," Supt. HOFFECKER was called to the chair, while President STEWART delivered his Inaugural Address on

TEMPERANCE IN ITS RELATION TO EDUCATION.

Fellow Members of the Association: The time has come in the history of this Association for the teachers of Pennsylvania to record an emphatic protest against the iniquitous liquor traffic, which is causing intemperance, the outgrowth of the drinking habit, to become widespread throughout our land.

The first thought that will be likely to suggest itself to the minds of some of you in connection with the subject, will be to inquire how the temperance question in any form, other than in its relation to the public schools, can appropriately find a place for discussion in a convention such as this, representing the various educational interests of the Commonwealth. Excluding ques-

tions of a sectarian character, and such as partake of a partisan nature, all others of public importance, affecting the general welfare of the people, may with propriety, and with beneficial results, be considered by the teachers in their several State Conventions.

Such organizations can be made a powerful factor in their respective States by aiding to crystallize popular sentiment in favor of any good measure that may commend itself to public attention. Aside from this, there are valid reasons why the subject of temperance should be kept prominently before the teachers and patrons of our public schools at this time. Not the least of these is the fact that the rum power is entailing an annual expenditure of more than ten times the sum paid in support of all the public schools in the United States.

The estimated annual cost of the liquor traffic in the United States is over nine hundred and fifty millions of dollars, while the aggregate cost of maintaining the public schools, at a liberal estimate, is about ninety-five millions annually, or less than one-tenth of what is paid in direct support of the rum power. It does not require the wisdom of a philosopher, nor the learning and skill of a logician, to see the disastrous effects of the liquor traffic on the educational and moral interests of the country.

It is not difficult to trace, from cause to effect, the evil influence of the rum power in all directions. It is a constant menace to our free institutions, and is the greatest barrier to educational progress with which we have to contend. Considered from any point of view, whether in regard to its physiological or its social results, the conclusion is the same.

We may, therefore, justly and properly accept and improve this opportunity, regarding it not simply as a privilege, but as a duty, to voice the sentiment of our teachers, and give expression to their views in forcible language, upon a question that is commanding on every hand such a large share of public attention, and is challenging the wisest statemenship, the best thought, and mind, and heart of our nation, for solution.

Let us, then, with a true spirit of forbearance and of Christian charity, that should characterize all our deliberations, consider, in some of its phases, the temperance question as it may be presented to us in its relation to our work and responsibility as teachers, our duty as citizens, and our obligations as Christians.

The liquor traffic is maintained exclusively for a selfish object. Its tendency is evil, and only evil. In support of its position it can claim no high and worthy purpose. It can be maintained on no principle of justice and honesty. It appeals not to the reason and judgment and conscience of men. It seeks not to promote their welfare. It confers no benefits on society. It betters not the condition of people, and advances not the prosperity of a community. It lightens no labor, supplies no wants, and pays no debts. It adds nothing to the wealth of the State, and promotes not the public good. It originates no beneficent enterprise, and develops not the resources of the Nation. It provides no schools for education, and founds no colleges for learning. It builds no churches, and fills no pulpits; maintains no charities, and institutes no reforms. It respects not the sanctity of the Sabbath, and observes it not; regards not the teachings of the Bible, and obeys not its precepts. It honors no creed but its own, and recognizes no other's claims. Its hatred for good is excelled only by its love for evil. It promotes ignorance, and encourages wickedness; opposes truth, and establishes error. It inflames the baser passions of man, and develops the evil propensities of his nature. It carries its work of destruction everywhere, and desolation, far and wide, marks its course. It produces crimes of every grade, and makes its haunts of vice the homes of criminals. It perverts men's appetites, warps their judgment, and destroys their reason. It makes man miserable, and his home unhappy. Insanity and death are its fruits, and its deadly effect follows its victims beyond the grave. It lures men into its dens of infamy, and drags them down to the lowest depths of degradation and poverty, and even to perdition. Perpetrators of the gravest crimes have testified from the scaffold to its soul-destroying influence, and with their lives have paid the sad penalty of its wrongs. All within its greedy grasp is made to serve its selfish ends. It takes everything, and gives nothing in return. Character, wealth, and influence fall before it. The possibilities of youth, and the happiness of age are sacrificed to it. Physical and mental power are paralyzed by it. Homes are invaded by its evil agencies, and robbed of their most sacred associations. What can be compared with its demoniacal power? Its capacity for wrong-doing cannot be measured. It obeys no law, but transgresses all, both human and divine. It adheres to no policy but its own wicked inclinations. It is without principle, and devoid of conscience. It breaks with cruel hand the dearest ties that bind the social relations of life. It is the enemy of all good, and the companion of every evil thing. It usurps place and power that belong not to it. It governs where it ought to be governed, and makes slaves of those who should be its masters. Men obey when they should command, and submit to its dictation when they should rebel against its authority. Its obligations are acknowledged when they should be disowned, and its debts are paid when they should be repudiated. It exacts its own penalties, and compels its supporters to accept them on its own terms. And for all this cringing servility, what is its reward? What does it bring as a recompense to the deluded beings who have been wrecked by its evil companionship, and brought low by its unrelenting power? What does it do to alleviate the suffering, and to console the broken hearts that follow its tyrant rule? What sympathy for its helpless and unfortunate victims does it offer in their despair? What word of comfort or encouragement does it have for those who are patiently and prayerfully struggling against the tempting power of the intoxicating cup? What does the rum power do for the man who has sacrificed manhood, principle, honor, friends and family, happiness and home, to its selfish requirements? He is left to his miserable fate

without a word of comfort here, or a ray of hope hereafter. This is the work of a deceitful foe, which seeks to derive strength from every quarter.

It compromises principle and honor to perpetuate its rule. Business is made to court its influence, and society to comply with its demands. The government is prostituted to promote its interests, and the courts of justice are authorized to legalize a wrong. It attempts to use even the Church to cloak its infamy. It molds public sentiment, dictates law, and allies itself with the enemies of good government. It challenges the right of the majority to rule, and sets at defiance the people's power. It binds its worshippers to its creed by the most humiliating and corrupting methods. No slave was ever held in such abject servitude by his master. No emperor can claim subjects more loyal to his decrees, and no ignoble ruler ever exacted such service from his devotees. No superstition ever had a firmer hold on its deluded followers, and no idolater ever made such costly sacrifices to his god. Merit it has not; honor and virtue it prizes not. The meanest, and yet the strongest enemy of the peace of a civilized people, its pernicious influence permeates all classes of society. No business, vocation, or profession, is a stranger to its temptations, and none are exempt from its ignominious power. Its blighting effects are visible on every hand, and its infectious touch is felt in every place. It is closely associated with the lives of many families, and is the daily companion of their youth, invading their homes and tempting them to their ruin. Immense sales and extravagant profits enrich the manufacturer and seller of intoxicating liquors, and the organized power of Liquor Leagues, aided by money and influence, is scheming to build up and extend their nefarious business over the ruins of desolated homes and an imperiled government.

Think you this is an overdrawn picture of the evil consequences of the rum power? Study its history. Know something of the unscrupulous methods adopted and used to build up the traffic. Learn how its advocates seek and secure legal protection in promoting this end; how the machinery of the courts and the power of the government are used in its behalf. Its advocates, clothed with official authority, are in the council chambers of every State in the Union; and many times their votes and influence have been a potent power against the earnest appeals and urgent protests of the people.

The rum power has its advocates among those whose consciences as well as constituents condemn their course; but on the merest pretext of an excuse men doubt, and falter, and fail in their convictions of duty, when they should not only assert their rights, but defend them at any cost that requires no sacrifice of principle or compromise with iniquity.

By what vested right can this evil traffic claim to control the civil affairs of our Commonwealth? Must its wicked rule, become it never so intolerable, be borne with silence and indifference? Shall the business be continued, and its despotic power be strengthened and perpetuated, under the sanction and protection of law, without an effort to control its evil-doings and condemn the wrong? If so, who will be responsible for the wretched homes which it makes, the sorrow which it brings to the family life, the misery, crime, and poverty which follow its deadly touch? Are you, who are above its temptations, free from this responsibility? Can you with an easy conscience be inactive, and remain indifferent to the ravages of the accursed thing, while it blights the life of the community with a deadlier effect than a dangerous and contagious disease?

It is your duty, the duty of every one, to make earnest, vigilant and persistent warfare against the liquor traffic. There is no neutral ground to be occupied in such a crisis. The issue is well defined. There must be no temporizing policy. If the cause of temperance succeeds, as it will eventually, the friends of good government, law-abiding, peace-loving citizens, must be made to realize their individual responsibility in the work before them.

On a common platform of principles all can be united, every element of strength utilized; the moral power of the people asserted, and their convictions expressed, their wills respected, and their laws obeyed. All minor differences as to the methods employed to accomplish so worthy an object as the entire suppression of the liquor traffic in time, should be speedily forgotten, and the great and living issue, the contest between temperance and intemperance, the conflict between good government on the one hand, and misrule on the other, the battle for the right against the wrong, only should be kept in view.

The overthrow of the rum power, whether by education or by legislation, is not a political question in any narrow and partisan sense. It cannot be shorn of its influence and dwarfed into insignificance by a name. Temporary instruction is a moral requirement in the highest meaning of the term. It is far-reaching and deep-grounded in principle. It was taught in the earliest ages of the Church, and is the outgrowth of Christian instruction in its broadest and most comprehensive significance. It is above sectarianism, and higher than partisanship. It is approved by all religious denominations, and has its advocates in every political party. The friends of temperance are contending for a higher standard of morals. They are pleading for good government; they are seeking to restrain the evil passions of men, to make better citizens, to disseminate knowledge and truth among them, to dispel ignorance from their homes, and drive poverty from their doors. They ask for the better protection of the women and children of the land—the innocent victims of circumstances over which they have not the least control, and for which they are in no wise accountable. They are trying to redeem the State from disgrace, and to save the nation from impending ruin.

For many years, efforts have been made to restrict the sale, and limit the use of intoxicating beverages, by the enactment of so-called stringent license laws, but all have failed—absolutely and signally failed—to accomplish their

pretended purpose. Under the license system, the business of retailing intoxicating drinks has been, in a pecuniary sense, a most profitable and remunerative employment, and will so continue, as long as it is sanctioned and protected by legislative and judicial authority, unless the drinking habit be made odious everywhere, and the vender of alcoholic beverages be universally condemned by public sentiment. In other affairs of civil government, the State sacredly guards and protects the life, liberty, person, and property of its citizens. In this, it stamps with the seal of legal authority the commission of the man whose business jeopardizes the public and private rights of the people.

Why should immunity be granted to this most prolific source of crime, and its attendant evils, when others less offensive are prohibited by law, and punished with severity when the law is violated? What consistency is there in such a course, and on what grounds can it be justified? It is a suicidal policy that attempts to placate an evil by pandering to its requirements, and making concessions to its unjust demands.

The eternal principle of right has its place in every action of men and States, and the end of civil government is intended to subserve the highest interests of its citizens. Failing in this, the people may justly claim the right to protest against abuses of its power, and by lawful means seek to reform them.

For more than a generation past men have tried, apparently without success, to direct public attention to the importance and necessity of uniting on some well-defined plan of organized action, by which the rum power could be kept in check, and eventually overthrown. Many people are deeply impressed with the conviction that constitutional prohibition is the only effective remedy to be applied, seeking in this way to remove the issue from State politics, and place it finally beyond the power of the legislature to reverse the verdict of the people without their approval.

High license is the plan proposed and advocated by those who believe that the rum-seller can be taxed out of existence, or at least out of the State. It is claimed by another class that the best measure to adopt, and one that is in harmony with the principle of local self-government, is to submit, at stated periods, the question of "License or no license?" to the electors for their decision, and have it voted up or voted down, as a majority of the qualified citizens shall decide in their respective districts. Others are looking to Congress to solve the question by National legislation, but without much hope in that direction.

While there appears to have existed, from the first public agitation of the temperance question, a diversity of sentiment as to the means to be employed in prosecuting the work to a successful termination, there has always been a remarkable unanimity of opinion respecting the ends to be accomplished.

The power of the opposition has been—and doubtless will continue to be—concentrated against any or all agencies, singly or combined, that can be brought to bear effectively, or even experimentally, against the drink-traffic. Notwithstanding this opposition, however, the way has been prepared for the ready acceptance and adoption of new measures, if such shall commend themselves to the judgment and approval of sincere and earnest friends of the cause.

The minds of thinking and intelligent people are ever open on moral questions, and, stripped of all disguises, which it has been made to assume for selfish reasons, the question under consideration is purely of such a character.

It is a very encouraging and hopeful indication for the future to note the progress made during the past four years, by the movement in behalf of temperance instruction in the schools, organized and directed so successfully by the Woman's Christian Temperance Union. Through the influence of the devoted and faithful Christian women composing that organization, renewed interest has been given to the whole subject, and the cause itself has been greatly advanced. As a direct result of the efforts made, chiefly by the women in their respective States, the law requiring scientific temperance instruction to be introduced into the schools, was passed by the Legislature of Vermont in 1882; Michigan and New Hampshire in 1883; New York and Rhode Island in 1884; Alabama, Kansas, Nebraska, Oregon, Nevada, Wisconsin, Maine, Massachusetts and Pennsylvania in 1885: Iowa, Maryland and Connecticut in 1886. Congress has recently adopted the measure in the District of Columbia, and made the law applicable to all the Territories in the United States.

According to the last published official report of the Commissioner of Education, the seventeen States above named, represented in 1883–84, a school population, in the aggregate, of seven million one hundred and seventy-four thousand five hundred and sixty-one, with an actual enrollment in the public schools of four million seven hundred and seventy-two thousand and twenty-two children, and employing one hundred and fifty-three thousand eight hundred and seventy-two teachers. What a vast field has already been opened for effective work, and what a grand opportunity is here offered to the teachers, who enter into the work with heart and will in harmony with the spirit that prompted the enactment of the law.

It has been enacted by the Legislature of Pennsylvania "That physiology and hygiene, which shall, in each division of the subject so pursued, include special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system, shall be included in the branches of study now required by law to be taught in the common schools, and shall be introduced and studied as a regular branch by all pupils in all departments of the public schools of the Commonwealth, and in all educational institutions supported wholly or in part by money from the Commonwealth."

This is the special feature of the subject that more directly concerns the teachers and patrons of the public schools, and which I now desire to commend to their most serious and thoughtful consideration.

It is not my purpose here to speak of the methods of imparting daily instruction in this comparatively new study of hygienic temperance. This is not the proper time nor the occasion for such a discussion. The primary object to keep in view, is to create and awaken, if possible, a deeper and more general interest in the subject, not alone on the part of teachers, but among the people, whose willing co-operation the teachers must have in order to insure success. The people must be made to realize more fully than ever before the magnitude and extent of the rum power with its constantly increasing demands upon the best resources of the country. The moral sentiment of the public must be appealed to in behalf of this movement with earnestness and intelligence. The Church and State alike, must be led to reflect upon the dangers incident to the liquor traffic, that threaten moral and financial ruin to the Republic. The absolute necessity of prohibitory legislation, in some form, is becoming more and more apparent to all.

The drinking habit is not only harmful and injurious to body and mind, but is expensive beyond computation to those who practice it, depriving many families of the commonest necessaries of life, and debarring their children from the privileges and advantages of the public schools, and thus preventing them from receiving even the rudiments of the education.

For the credit of the Commonwealth it can be said, that for more than half a century Pennsylvania has maintained a system of free public education, with everything to commend it to popular favor; and yet in many instances, from the beginning until now, the schools have been compelled to beg for a living support by public taxation. A casual survey of the field brings to view old and worn-out school buildings, inadequate for their purpose and unfitted for use or occupancy, with furniture and surroundings to correspond. Short and unprofitable terms and poorly compensated teachers are not uncommon exceptions in the State.

It is a deplorable fact, that in numerous instances, men whose children are entirely dependent on the public schools for such a limited education as they may receive, are in some measure accountable for the beggarly support given to the schools. School taxes are paid grudgingly and under protest, while the earnings from business or labor are contributed voluntarily, liberally, and with regularity, in support of the saloon, simply to gratify the cravings of depraved appetites.

In reference to the act of Assembly of April 2d, 1885, it must be admitted at the outset, that much depends upon the wise administration of school directors and controllers in a judicious enforcement of the plain requirements of the law. At the same time it must be remembered that the closer relation of the teacher to the patrons of the school, places him in a position of even greater responsibility, and with his unlimited opportunities, gives him, with the aid of the directors, the power to make the measure a popular success. Between the teachers and school officers there ought to be at all times the fullest co-operation and harmony of action, brought about by an intelligent understanding of the respective duties and rights of all parties interested.

It would, perhaps, be well for directors in many localities to avail themselves of their lawful privilege to supply to all children in the schools the necessary text-books at the expense of the district, having a due regard for the character of the books introduced. This step would relieve many deserving parents from the embarrassment of purchasing books, and would also materially aid in advancing the cause of education.

Concerning the teachers it scarcely need be stated that tact and prudence should be thoughtfully considered by them in dealing with this subject in a practical way. They should in the beginning endeavor in a kind but dignified manner to win the favor and affection of the pupils, and gain their confidence and esteem. Any teacher whose good judgment will enable him to succeed in this preliminary step in the proper way, will succeed in the legitimate work of the school-room despite every difficulty that may confront him. There may be stubborn opposition without and stupid indifference within, prompted by prejudice and hostility to the law; but the teacher who exercises courage and firmness, patience and perseverance to the end, can hardly fail to conciliate all opposition and reconcile all differences of opinion. It must be borne in mind that education in its truest sense is not limited simply to the acquisition of knowledge relating to the arts and sciences; the physical, mental and moral nature of the child must be cultivated, otherwise the work of education will be imperfectly done. The whole being must be developed by the process, and any system of instruction is defective that falls below such a requirement.

The increasing responsibilities of citizenship demanded by our times and by our form of government, can be properly met only by an intelligent comprehension of the duties to be discharged. In no other or better way, outside of Christian homes, can character be formed and strengthened, the principles of morality and justice, virtue, truth and temperance be established in the State, than through the silent influence of the public schools. In the work of mind-culture and development of youthful character in its highest intellectual and moral standard, the teacher is recognized on every hand as the most important factor. His profession brings with it a measure of responsibility and usefulness not excelled by any other: but no measure that increases the teacher's responsibility, or enlarges his duties, can be made to yield the best results, unless he is in full accord with the object to be gained by its adoption and application to the work in hand. It is very important, therefore, in order to attain the highest success, that the teacher should be in full sympathy with the moral nature of the child. To inculcate morality he must himself be moral in thought, in word, and in deed. He cannot inspire others to be better than himself.

A good character is the first requisite of a

good teacher. Without this essential qualification, all others in a moral sense will prove to be unprofitable and unfruitful. He must be temperate, in order to teach temperance effectively. To lead his pupils to distinguish between a right and a wrong action, he must not only love the right and hate the wrong, but must consistently practice the one and carefully avoid the other. Sincerity, integrity, and honesty of purpose, should characterize, in all its relations, the teacher's work.

The teacher who regards, in its true sense, the responsibility of his office, will not lightly esteem and undervalue the influence of his own example in the school, nor in the community where he is called to labor. Having a proper appreciation of his duties as a teacher, not in name only but in reality, he will at all times avoid even the appearance of evil and the suspicion of wrong-doing. In speech and behavior, and in all that goes to form character and develop true manhood and womanhood, his scholars will have an example worthy of their admiration and emulation, which may prove a noble incentive to their youthful aspirations. Such a teacher will live long and well in the minds of those who have been pupils; and when his scholars have taken their place in the jostling ranks of the busy throng outside of the school-room and away from the old home it may be, to engage in the sterner duties of the practical affairs of life, the goodly example and kindly admonitions of their teacher will be to them an open book, from which life's lesson will still be learned, while the passing events of the day may be forgotten. A distinguished American statesman has fittingly portrayed, by a striking comparison, the lasting impression of the teacher's work, in these words: "If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal minds, if we imbue them with principles, with the just fear of God and love of our fellow-men, we engrave on those tablets something which will brighten to all eternity."

Let our teachers, then, dignify and uphold their profession in every honorable way. Let them prove by their work that they are worthy of the great trust committed to them, and deserving of the approbation and commendation of all patriotic citizens.

It must be remembered that those who are the most earnest advocates of the movement that has wisely resulted in making the subject of Scientific Temperance Instruction a legal branch of study, are also the friends of the children and of the schools. This personal interest on their part brings a strong moral sentiment to the support of the schools, which will go far toward increasing their efficiency and establishing them, more firmly even than before, in the confidence of the public.

Our teachers cannot afford, therefore, to underrate the importance and moral force of the movement inaugurated by the Woman's Christian Temperance Union. The influence of this movement is destined in time to reach every school in the United States, and its reforming power will be felt in the hearts and homes of future generations. Let the instructors of to-day not disappoint the bright anticipations and anxious expectations of their co-laborers in the work of moral education. On the contrary, let our teachers and school officers in every school district in all this board Commonwealth and everywhere, and at all times, cultivate and maintain fraternal relations with them, welcoming their counsel and relying upon them for encouragement and assistance. The teachers, as well as the patrons, have all to gain and nothing to lose by pursuing such a course, as will enlist the sympathy and command the services of good people in behalf of the schools whenever and wherever they can be found.

We are glad to note that this friendly and co-operative spirit between all parties concerned, prevails to such an extent as to leave no reasonable doubt of the ultimate success of the movement to introduce Temperance instruction into our public schools. Indeed it may be safely assumed from the observations made of the first year's work, that the measure is sure of the abundant and final success which it merits. Untold benefits will result in the general introduction of the subject into the homes of the people through the agency of the public schools. And it is confidently believed that the practical application of the knowledge thus acquired, will in time do away almost entirely with the use of intoxicating stimulants and narcotics of an injurious character. This educating influence must eventually deprive the liquor traffic of pecuniary support, and will leave the iniquitous business in the near future without the sanction and protection of law. "Righteousness exalteth a nation, but sin is a reproach to any people," is a Biblical truth as applicable to existing forms of government and to the people of this age as when it was first declared by the inspired author centuries ago.

The duties to be discharged by the citizens under our government are not surpassed in importance and influence by those of any other. As an instructor of youth the teacher is a potent instrumentality in the providence of God in the work of mind-training and character-building that must make its impress on the future destiny of our republic.

Permit me, in conclusion, to express the hope that the teachers of this Commonwealth may realize to its fullest extent their personal responsibility in the work with which they are publicly identified. With earnestness and diligence may they attest their fidelity and devotion to the cause of education in its true sense and spirit—a cause very dear to the hearts of parents everywhere, solicitous for the welfare of the children whom they have prayerfully and trustfully committed to the care of the public schools.

On motion of Deputy State Supt. HOUCK, the hour for opening the afternoon sessions was fixed at 2 o'clock.

The Association then adjourned, to allow time for enrolment of members.

TUESDAY AFTERNOON.

ON re-assembling at 2 p. m., after music, the following committees were, on motion, appointed by the President:

On Auditing Treasurer's Account—Supt. W. H. Shelley, York; Supt. A. S. Grimes, Columbia; Supt. G. W. Ryan, Bradford.

On Resolutions—Supt. R. M. McNeal, Prof. E. O. Lyte, Supt. T. A. Snyder, Misses Tillie S. Booz and E. J. Brewster.

The first paper for this session was read by Col. D. BRAINARD CASE, of Marietta, on

DEFECTS IN THE PENNSYLVANIA SCHOOL LAWS.

This is a day of educational movement—a day of questioning and doubting: questioning as to national control, national taxation; questioning as to the true object of the Public Schools, whether they ought only to be for the training of children in the elementary studies, or whether in a more thorough manner, fitting for the learned and scientific professions. There are those who call into quesiton the wisdom of the whole system of public education. There are those who maintain that ignorance is the best guarantee of obedience and submission to law; that to educate men is to make them restive under control, and leads them to resist authority; that the condition of the poor man is not improved by education; that it but disturbs the happy tranquillity of men who are satisfied with their condition, arousing hopes and ambitions that can never be gratified. On every side we hear the cry that the methods in use are in fault. Educational reform seems to be in demand.

It behooves us in Pennsylvania to look about us and see how far these criticisms are just. Our laws are on trial. Their warmest friends cannot but admit that they are susceptible of improvement. Notwithstanding all the care, wisdom, and precision with which they were framed, they are still full of defects both as to form and substance. These laws did not spring into existence like Minerva from the head of Jupiter, fully armed and equipped for their work, but have grown through the stages of formation and experiment to that of development. Experience and necessity have proven much, have remedied some defects, but perfection has not yet been reached. The acorn does not become an oak in one day. The foundation is not the building. The mountain is not reached at a bound, but by toilsome ascent from base to crag and peak. The schools have grown as they were able, in the midst of ignorance and prejudice, but they have kept mounting step by step.

Through all their history there runs a line of progress that may be clearly traced. From the Department of Public Instruction as an adjuuct to the Department of State to the State Superintendency, and an independent school administration; from the visitorial committee to the County Superintendency; from the old days of pedagogic tramps to this day of Normal Schools and trained teachers.

But while this is improvement, it is not completion. A point has been reached where a broader range of vision may be had, where a more liberal and expansive system may be evolved. It is said, "The American people are given to enthusiasms. For a time they almost deify an idea or a system," but that day passes, and later comes the day of criticism and analysis. That day seems to have come to us with regard to the Public Schools. During the former period the people, in their enthusiasm and pride in a new thing, fostered a satisfaction and self conceit that closed their eyes to all defects and short-comings. We do not profess to be wiser than the glorious spirits who at great sacrifice formulated these laws, but a dwarf standing on the shoulders of a giant will see farther than the giant; and so, we standing to-day on the vantage ground of the accumulated wisdom and experience of the past, should, if we be not dolts and dullards, see farther and know more than men did fifty years ago. What seemed the best and only possible system of laws in 1836 may now seem crude and cumbersome.

I know it requires some courage to speak the truth. I know there is a certain class of people, both in the schools and out of them, who cry Treason! treason! if the slightest fault is found—men to whom the very defects of the system are dearer than its virtues. From all such I fear at this stage of my address I must part company, for in my analysis of the laws and what they have established, I find but the outlines of a system, a body without a head, a want of governing power, no uniformity in operation, a want of breadth and comprehension—no strong, central, controlling force. These laws assume to establish a complete system of Public Education, and as such they must be judged and held responsible for any shortcomings in the system they have set in motion.

I have said it is a body without a head. Is it not so? True, we have a State Superintendent, but what are his powers? Beyond the giving of an opinion on differences arising between Directors of adjoining districts, and collectors and treasurers, and an advisory relation to all the other school interests, without the power to enforce his advice or decision; beyond the disbursing of the State appropriation upon certain fixed rules, what power has he? The office which should be actively executive is, in fact, quasi-judicial; the law clothes him with no more living, active and sympathetic connection with the schools than it does "the man in the moon.' And what is true of the State Superintendent is true in a lesser degree of the County Superintendent. It is strange where so much in this part of the law is left to implication that the courts have not more frequently been called upon to construe it. Too much is left in hands of local boards.

The State should be master of all education within her borders, and yet all the really important concerns of the schools are left in the hands of local boards. Why should they possess so much power and exercise such high functions? Are they so formed and composed as to command our esteem and respect? How are their numbers chosen? Generally by a strict party vote, because they are Democrats or Republicans, without the slightest regard for their fitness or unfitness for the office. We would suppose that, if there was an office in the gift of the people which would be raised out of the polluting influence of politics, it would be that of School Director; and no doubt those who formulated our school laws thought so too, but experience has proven that even this almost sacred office has gone down into the general filth of politics.

It is an office worthy of the ambition of the wisest and the best. But I ask you whether, in your experience, it is your fittest men who are chosen, men of highest standing in the community, of the best moral character, of a high order of intelligence, whose love of culture and interest in the work of education would mark them as the fittest incumbents of this

high office. Is it for any of these reasons School Directors are ordinarily chosen? Do they not seem rather to disqualify in the eyes of the average voter? Does the law prescribe any qualification? No. A man may be an infidel and an anarchist; he may be as ignorant as a South Sea Islander; he may be a very Clodius in morals; and yet do none of these nor all of these combined disqualify for this high office.

And yet the School Director performs the most important duties connected with the system: the levying and collection of taxes; the locating and building of school houses; the appointment of those who are to teach; the selection of text-books from which they are to teach; the laying out of the course of study to be pursued. There is scarcely anything beyond the province of the School Board. They are almost beyond judicial or other control. Their sway is over the whole realm of educational progress. It is the reign of darkness over the domain of light. And it is the lamentable fact that the more active they are, the more harm they are likely to do.

What is the conception of the average School Director, as to his duties? Nothing beyond the mere money side of the question—the collection and expending of taxes—his whole policy can be written in the one word, *economy*. To build school houses as small and as poorly furnished, ventilated, and lighted as possible; to levy a tax as light as possible; to hire teachers as cheap as he can get them, and then only after the applicant has brought to bear all the political, family, and social influence he can muster; to make the school term as short as the law will allow; these he thinks complete the round of his duties. Of the higher or intellectual side of his duties he has not the faintest conception.

And after he has been elected, how are you to get rid of him? If the County Superintendent or any of his teachers be incompetent or immoral, there is a way in thet law to get rid of them. But the School Director sis impregnable and immovable. It is for neglect, and not for the ignorant and hurtful performance of his duties, that he can be removed.

I have said there was no uniformity in the operations of the system—taxation, for instance. The law compels each district to keep school for at least five months in each year, and at the same time limits the tax rate. There are districts in this State not far distant from each other, in one of which the tax can easily be raised sufficient for nine months' school, while in the other they are not able to pay their teachers an adequate salary for the requisite five months, after voting the highest tax allowed by law.

And further: The State, in the distribution of its fund, puts a premium on ignorance. For, if a district but keeps school for the requisite five months, and pays its teachers a mere pittance, it receives the same consideration from the State as an adjoining district where teachers are well paid and school kept for nine months—the number of taxables of each district, and not the efficiency of the schools alone, being the basis of distribution.

There is want of uniformity in text-books. This is left to our precious School Directors, who too often find their minds biased by the opportune present of a Dictionary, or in some other substantial form are induced to favor this book or that. And it does seem as if each district was determined to have something different from any other in the county. There is often as much variety in text-books in a single county as there are districts. A family has but to move into an adjoining district to find the books which hard-earned savings have bought, utterly useless, and new ones must be purchased. This is a hardship, and a useless expenditure.—just one of those slight exactions which burden the people, and which do much to nullify the usefulness of the system.

The State should supply text-books to all scholars alike. There should be no odious distinction between rich and poor; no raising of barriers of prejudice and pride; no limitation which would require any one to write himself a pauper in order to obtain the bounty of the State.

Then there is want of uniformity in the course of instruction. This too is left to the whims and fancies of Directors. Would it not be "a consummation devoutly to be wished," that all the schools of the Commonwealth should work along one common line, pursue one course, have one purpose, with one common end in view, instead of trusting to the vagaries of half-enlightened or wholly unenlightened School Boards? Then when we meet as an Association, we will have a common ground on which we can discuss methods of instruction.

How can this want of uniformity in taxation, text-books, and course of instruction be overcome? In but one way that we can see. The functions of the School Boards must be limited, or the Boards themselves with all their varieties of methods abolished, and a concentration in the State of their various powers. Just why six men, too often illiterate, should be allowed to dictate the whole policy of each district, does not seem to us quite plain. When the school system was established, it aroused such bitter antagonism that School Boards seemed to be almost a necessity, as a sort of sop to Cerberus. But the time has come to step boldly out for a centralized system of school government. We should exclude all demagoguery in our consideration of the matter, and consult only the good of the State. Let us have an enlightened school government; then we can hope for uniformity in every department of school life, all working with unity of purpose toward one common end, and not as at present an aggregation of independent schools, working each according to its own method and fancy.

Another great defect of the system is that its foundations are not broad and comprehensive enough. Its course has been upward rather than outward. It has reached a height altogether disproportioned to its breadth. While finishing off the top of the structure, the base has been neglected. The interests of the few who complete the course have been studied, rather than that of the many who do not. The tendency has been to fit men for the learned professions, rather than for the practical concerns of life. The farmer justly complains that when his boy has gone through the schools, he is unfit for the farm, as the boy of the artisan is unfit for mechanics. The farm and the shop are beneath his aspirations, and the chances are that he will become an educated pauper. The head should not be educated at the expense of the hand. Teaching to work is as important as teaching to read. There is a rising demand that this defect shall be remedied—that the great masses of our children shall be given the means of acquiring not only such elementary instruction as should be given to each citizen of the State, but also such further instruction in skilled manual labor as will fit them to be useful in a practical way, not only for their own benefit, but in order to maintain the reputation of the American citizen in the eyes of the world as a mechanical worker, for the great bulk of the skilled labor in our shops to-day is monopolized by for-

eigners. Whereto shall the seeker after such instruction turn? The Trades Unions have well nigh closed to apprentices the doors of the shop and factory. The doors of the schools are not yet open. There is one door, however, which stands wide open —the prison door—and there, too late, the State teaches what it should have taught long before—skilled manual labor.

Another defect: The State does not provide for and require physical exercise and drill of some sort in every public school. What is the use of the head of a mental giant on the shoulders of a physical wreck? The Greeks understood this matter. They divided all education into drill, mental and physical. it is only in this way that the highest development known to man can be attained. The one should be in proper proportion to the other.

It is narrated that when Napoleon I. fought his way to Berlin, and Prussia lay bleeding and dismembered at his feet, the wise men of the nation came together and took counsel of one another. They said: "We are dreamers. We have been thinking too much. We have not been taking that physical exercise which fits men to put forth all their powers. In the lines of scholarship we lead the world, but in the lines of leaping, marching, running and the like, we are far behind our rivals and enemies." And then sprang up all over Germany gymnasiums in connection with the schools. With physical culture came martial valor. That physical culture in German schools has never ceased, and explains why in 1866, and later in 1871, the most magnificent armies in the world were overthrown and demolished by men fresh from the schools, the field, and the factory.

It was my good fortune to see the German army return to its capital after the Franco-Prussian war. I saw them march past hour after hour, with swinging step, the muscles firmly knit, the form erect and stalwart. Shortly after I saw a part of the French Army under Chanzy, and in the slouching, shuffling step, the flabby muscles, and meagre and stunted forms, I could read, by contrast, the cause of the overthrow of France.

Let us take warning. We too have fallen into physical decrepitude. I speak to some extent from experience. In enlisting recruits to the National Guard, where the examinations are by no means rigid, but one out of three is physically strong, and this one has to be drilled for weeks before he can be gotten into the semblance of a soldier. The children themselves would enjoy some sort of exercise, and the expense would be light. In the primary and secondary department only the simpler form of gymnastic apparatus should be required, so that the children should stand erect, walk well, march in time, and have free use of their limbs. In the high schools there should be some form of military drill. There is nothing so develops the physical man or boy as military drill. Every muscle is brought into play, a good bearing is acquired, and the discipline necessary would be a valuable help to the class-room. Besides the present good in case of need in after years, these boys would become more valuable defenders of their country's honor and safety.

I have time but to hint at another defect—the want of sanitary inspection of schools. Of their ventilation, light, heat and drainage; of the space for play or gymnastic exercises; of the furniture, whether adapted to its purpose, or only calculated to produce round shoulders, hollow chests and curvatures of the spine, and also as to over-crowded rooms. Give power to the State Superintendent to retain the appropriation, until this inspection has been made by competent persons.

There is another defect we would remedy. We would pension the teachers of the State who have taught within its borders for a considerable number of years. In Germany and Switzerland, where public education has reached its highest development, teachers are retired at the age of sixty on a pension. Why should the Government retire on pay its soldiers who have faithfully served in her armies, and the State fail to provide for her faithful servants who are doing a work of infinitely more importance to society and government? Would not such a provision in our laws attract the best class of teachers, and at the same time raise them in the social scale, give them a status, and something to look forward to? Is it not a fact that now the profession of teaching is made but a stepping-stone to something else offering greater rewards, and, at the closing period of a life of toil, something besides poverty?

And now we come to the greatest defect of all in our system of laws. We have provided for school houses, teachers, text-books, courses of study, and all the machinery of schools, but we have failed to protect the children from the neglect of parents, who either do not value education, or who are not willing to make any sacrifice on their behalf. The State cannot afford to neglect this matter any longer. These children are receiving every day and every hour of their lives, a kind of education, but it is the education of the street, the gutter, and often of immoral homes. They should be compelled to attend school long enough to get at least the rudiments of education. Let the compulsory period extend as it does in England, from the age of six to thirteen years. The increase in attendance there was in five years nearly fifty per cent more than under the voluntary system. In Prussia every child goes to school. He *must* go. The whole fabric of their society is built on this thing of compulsory education. To some the idea of compulsion is repugnant. This is due to extreme love of liberty. But we live in a Republic where the individual must yield some part of his private right for the general good.

That man is a traitor to the State who would insist upon standing upon any private rights, when they come into contact with what is for the welfare of society at large. The existence of society requires that law should compel the observance of certain duties by those too ignorant and vicious to voluntarily perform them. All law is compulsion upon this class of people.

There is not an argument that can be used in favor of Public Schools at all that cannot with equal force be used in favor of compulsory education. If it is good for one to be taught, it is good for all. Judge Mehard in a recent decision says, "The principle on which they (the schools) were established was not a regard for children as individuals, but as part of an organized community. The schools are the means adopted by the State to work out a higher civilization and freedom." They have not been founded for private benefit, but for the public weal. They are the outgrowth of State policy for the encouragement of virtue and prevention of vice and immorality, and are based upon the public conviction of what is necessary for public safety. On no other ground could the State establish schools at the public expense. It is to make better citizens in order that the State herself may be benefited, and that all under her protection may be more secure." If that be the true

doctrine, then the State must for self-protection see to it that at least fifty per cent. of her children do not grow up in ignorance.

But to enforce a compulsory law we must have absolute State control. It must be emancipated from the School Boards, for they will shrink from the responsibility of the law's enforcement for fear of public odium. In fact, all the remedies for defects which I have proposed have a lion in the path—the School Board.

I am afraid all substantial reform is far off, unless the reign of ignorance is ended and the reign of wisdom and enlightenment inaugurated. Do it speedily, or else the history of the Public Schools of Pennsylvania will be but a warning to other nations—a light hung at the stern of a vessel, shining back over a dreary waste.

Supt. WOODRUFF: The paper suggests various things which its author thinks ought to be different, and he seems to believe that the sovereign remedy is to be found in the enactment of laws requiring one thing or forbidding another—and that having passed such laws, the ends we all desire would be fully attained. This is an old idea, but experience teaches that the enactment of laws does not always secure the proposed improvement. We have not heard a word about the school laws already on the statute-book, but not enforced; and perhaps we might as well try to execute these, before we enact others to accomplish ends that, if not visionary, are certainly doubtful. The law says the Directors shall visit the schools each month. Bucks county is probably no better and no worse than others, and there are ten schools there which were not visited by a single Director during an entire school term; 66 schools received but one visit; 177 out of a total of 280 were not visited by a quorum of the Board, and only 36 were visited by all the directors of their respective Boards.—So in almost every case there were Directors who were required to decide upon the fitness of teachers, and to grade their salaries, who had never seen their work or had any opportunity whatever to judge of their professional qualifications. There are many other practical matters in which the present law is not executed, yet we are asked to cumber the statute-book with others, many of them merely theoretical. Let us consider some of the objections made to the law. We are told that too much authority is given to local Boards—that there should be some great central source whence authority should come down to the people. Yet the people themselves choose those who must exercise this authority, and if not satisfied they will soon rebel. I think it is an educational measure to leave the responsibility with the local Boards. We are told there is no qualification required for Directors; neither is there for citizenship, except reasonable age, and it seems ridiculous to talk about requiring it here. Until the people themselves become more intelligent, no such requirement could do any good. You might make the system look better on the outside, but there would be no real growth. It is true that some Directors are given to economy without foresight—"penny wise, pound foolish"—but legislation will not cure them. The speaker is mistaken when he says we can get rid of an incompetent Superintendent, but not a Director; there have been attempts to get rid of Superintendents which all failed, but we have had School Boards removed for cause more than once. The proposal to graduate the appropriation by the length of school term is good. The speaker says the Directors select the text-books; but the law says the Directors *and teachers*, and the action of one Bucks county board has been set aside because the teachers were not consulted. With regard to a more extended course, I think the general opinion of teachers is that we have already more than we can do well. The public school cannot teach everybody everything, nor is it desirable that it should do so. The idea was that it should *start* the children—enable them to read and write well, and give them the elements of number, leaving further advancement to their own efforts with the help of friends. The speaker made another good point on the sanitary question. It might be well to have the appropriation suspended in cases where the school accommodations are condemned by the Superintendent, until the Directors apply the remedy. Much may be done in this direction by thorough instruction and good example on the part of the teacher, to inculcate good personal habits. I think it might be well to change the law so as to compensate Directors, not for the general duties of their office (for the highest work is never paid for), but for the expense of attending the triennial convention. I would also have the teachers paid for time spent in attending the county institute, and I think the Legislature will consider that question before long.

Prof. GEIST: The last speaker thinks it is as easy to get rid of a bad Director as of a teacher or superintendent; but I have failed to find any law for it. A Director may come to your school-room drunk and profane, and you have no remedy.

Supt. BUEHRLE: The great defect in our common school laws is their confusion. The great desideratum is to have them prop-

erly codified. We should pass a resolution or recommendation to that effect. (The Chair ruled that the offering of such a resolution was not in order at this time.)

Prof. J. K. ELLWOOD: The gentleman who opened the discussion seemed to contradict himself. He thinks that we should have no new laws until those already in existence are enforced, and yet he proposes to enact more law, to pay teachers for attendance at county institute, and Directors for attending the triennial conventions. One phase of the question not touched upon relates to higher education. The State makes no provision for recognizing the work done by the colleges. Their diploma is not recognized; it is ignored entirely, and its holder must be examined the same as a beginner. If we protect the Normal school diploma, we should do the same for the college graduate—examining him only on the theory of teaching.

Supt. BUEHRLE: The State does make the college diploma sufficient qualification for a superintendent, but not for the teacher of a common school. This is one example of the inequality of the present law; and it will never be better until it is made somebody's business to bring order out of confusion. The best Normal schools require no qualifications for a professorship. Anybody, without certificate or diploma, may be principal, professor of botany, chemistry, or pedagogics. If there is any reason for requiring a common school teacher to have a certificate, how much more a Normal professor! Then we are criticised by the writer of the paper under discussion for lack of uniformity. I think it would be a misfortune to have a uniform course of study, or a uniform set of text-books. You might as well ask for uniform brains, or size, or weight, as for a uniform education in different communities. It must be conditioned by the environment, and hence the wisdom of leaving discretionary powers with the local Boards. A low-grade community will have low-grade Directors, otherwise the officers would misrepresent their constituents. That which suits the wants of the locality is relatively good.

Prof. NOETLING: We all seem to be agreed that there is a weakness somewhere; but where is it? and what is the remedy? Merely formulating laws will not help the matter. I believe the difficulty lies mainly with the directory. The reason we have so many poor schools is that teachers are too often selected through favoritism or for political reasons. Of what benefit to a school is the visit of the average Director? Not one in many is well qualified to judge of a teacher's work. I know of no remedy except to secure better Directors.

Miss JULIA ORUM: The lack of attention to physical culture has been the most glaring defect in school law and school work. Most of the people one meets do not even know how to breathe, and we might teach that in our primary schools.

Miss ELIZABETH LLOYD: Of course all Directors are not as good as they might or ought to be: but is there any place where they are below the average of those who elect them? And even then, it would only prove that the better class of citizens neglected their duty. After all, is not the weak place in human nature itself? Are not the schools as good as the people demand? And if so, must we not bring the people up to a higher level and so reach the schools? In Maryland the law centralizes authority, yet the schools are not so good, grade for grade, as in Pennsylvania; and intelligent gentlemen there complain that their difficulties arise from the lack of sufficient powers in the local Boards.

Col. CASE: It is true the law provides for consultation with teachers in adopting books, but it is merely advisory—the Directors only are to vote upon the question. (The law was read—act of 1854, Sec. lxx., note 131.) We cannot depend upon districts where ignorance prevails to remedy their own defects—the lifting force must come from without. There are many places where Directors and people are alike willing to remain on the low plane where they are. These must be lifted up by those who are above them—the leaders of thought.

The discussion here closed.

Prof. H. H. SPAYD, of Minersville, read the following paper on

TEACHERS' READING CIRCLES.

At the very threshold of this subject we are met by the pertinent question: *Is it necessary for teachers to read more than they do?*

We shall try to answer this question in the affirmative by comparing the profession of teaching (I say *profession* for convenience) with that of the other learned professions. We hold that the profession of teaching is second to none of the learned professions, and hence those engaged in it should be as well qualified in that which is special to their profession as the lawyer, the doctor, or the minister; but we all know that when the technical knowledge of the average teacher is compared with the special technical knowledge of even the poorest lawyer, the teacher will be found wanting. Take the case of the physician, and you will soon come to the conclusion that he is better equipped for his profession than the teacher. Go into the library of the teacher and notice the books on his profession. How many can you count? Now go into the physician's library; you will

see that he has a much larger supply of books that are strictly professional. The minister with a salary often just as meager as the teacher's, accumulates, in the course of a few years, twice as many works on his profession as the teacher.

But this is not all that can be said on this subject for we did not yet take into account one of the most important factors, viz: that in all the other professions with which we are comparing teaching, there is a special preparation of three or four years required on the part of those who wish to enter any of them. This would show the average teacher at a still greater disadvantage; for he has had no such exclusive special training. From these facts we would argue that teachers must read more in the line of their special business. No one ignorant of what has been done by those who preceded him in his profession can do as efficient work as if he were familiar with their successes and failures. The teacher ought to know these, that he may imitate the course of his predecessors that led to success, and avoid the errors which led to failure.

The professional schools of our country cannot prepare enough teachers for all the schools, hence many teachers must come from the high schools and colleges, where they cannot and ought not receive pedagogical instruction. Our State is well supplied with Normal Schools, and at some future day we may perhaps get a sufficient number of trained teachers, but until that time does come we must aid the teachers by systematic professional reading.

Even after all the teachers have received professional training before beginning their work in the school-room, this professional reading will not be superfluous, for the time devoted to special professional study in the Normal Schools must necessarily be limited, at least for some time to come, on account of the large amount of academic work they are required to do. We need not take up more time to show the urgent necessity of more professional reading on the part of the teacher.

The Advantages of Following a Fixed Course.—Granting the necessity of more professional reading by the teachers, we come to the question as to how this desirable result may be brought about. Shall the teachers undertake this work single-handed, or shall there be organized efforts, that is reading circles? There are those who claim they can do more work by following their own course, and that they can then select such books as will be of most immediate use to them in their school-room work. While this may be true of the older and more experienced teachers, and of those who have had special advantages, it is equally true that many young teachers waste much precious time in reading that which will be of very little use to them. How are teachers to select what to read if they know of only two or three books on teaching, and these only by name? It seems almost self-evident that much valuable time can be saved by having a well-planned course of professional reading. The great number of reading circles and reading unions that have been organized and well patronized within the last two or three years would seem to show a real want in this direction.

Those of wider knowledge and more means often waste much time by reading at random. They read that which comes to hand first. If a new book reaches them, they will lay aside the old one, though only half read, and begin the new one. Having a course mapped out would to some extent at least prevent this desultory reading.

Another advantage to be derived from the reading circle is the opportunity it affords for meetings of those pursuing the same course. In these meetings the subjects read can be discussed and more fully explained by some one who has thoroughly mastered them. This would help to fix more indelibly on the mind that which has been read. Nothing can be of greater service to the student than to have a friend who is willing to listen to the rehearsal of a book just read. How an hour's talk will fix the contents of a book in the memory!

It is to be hoped that the County Institute will sooner or later become that friend. It might even pay to abandon the evening shows of the Institutes, and have a review of some of the reading done by reading circles during the year. If the teachers read without following a course, none of this work could be done, for there would be as many different books and topics as there are teachers.

The Course should be Professional.—Those who have given most time and thought to this subject are divided as to whether the course of reading should be professional, or whether it should be only partly professional. At the earliest mention of teachers' reading circles to Prof. Payne, he was strongly of the opinion that the course should be strictly professional; but at the Saratoga meetings last summer, he advocated a course partly professional and partly literary or general. In the two meetings we attended at Saratoga, probably the majority of the directors of State reading circles were in favor of mixed courses of reading. Nearly all the State circles are organized on this plan. One of the latest organizations, and one that is destined to have a large membership on account of its connection with the well known Chautauqua University, is also organized with a general course besides the strictly professional.

Notwithstanding the array of talent and prestige on the side of a mixed course, we shall advocate a strictly professional course. It seems to us more than likly that before many years, all the teachers' reading circles will be constructed on strictly professional studies. The schools can and do give instruction in General History, Physiology, etc., hence there is no necessity to place these branches in a teachers' reading circle. These are subjects that belong to a general literary course, and there is no occasion whatever for the teachers to make provision in that line of reading because ample provision already exists for all who wish to pursue a course of general reading.

State Reading Circles Preferable.—Shall there be County, State, or National uniformity? We have to-day all these organizations, besides some that include sections of our country, as the New England Teachers' Reading Circle. It is doubtful whether outside of Pennsylvania independent organizations exist. Which of these three methods of organization can do the greatest amount of good to the greatest number of teachers? This should be our guide in determining the kind of organization for Pennsylvania. We think that a State organization with branches in the different counties and school districts, will be most efficient. Experience will probably show ere long, if it has not already done so, that in none but the largest counties will there be enough teachers enrolled to give the movement an *esprit de corps* that is so essential to the success of such movements.

The National circles are so general and comprehensive that many would probably be deterred from undertaking a course of reading under their guidance. They would, however, avail themselves of the opportunity afforded by a State Teachers' Reading Circle, with local circles. Sufficient standing could

be given to a State circle to enlist the interest of some who would not join a county circle.

The Course of Reading: Partly Specific, Partly Optional.—The tendency is towards eclecticism. While I would not advocate a single book only, on any one topic, I should be exceedingly slow in endorsing a course that recommends nearly all the well-known books on the subject of teaching published in this country and in England, as is the case in one of the National circles. This course includes twelve books on the Principles of Education, twelve on Methods of Education, five on General History, three Chautauqua text-books, six Socratic Leaflets, and recommends the Chautauquan to be read by its members. Now, for a beginner to select from this formidable array, is almost a hopeless task.

The books on any one of these topics are not of the same value; but how can the teacher know which one to select out of the twelve, unless some one inform him of the value of some of these? If we bear in mind that the aim of the reading circle is to reach especially those who cannot help themselves, we shall arrive at a just estimate of what to suggest and how much; hence we would say, designate one or two books as compulsory, and then give a list of optional books, indicating their value as nearly as can be done, for the guidance of the reader. The course of reading should be easy enough for the young beginner, and comprehensive enough for the most proficient and advanced.

Examinations.—Shall there be examinations? We answer this question in the negative, believing that an examination would greatly lessen the number that would undertake the course. It might also present a wrong motive to the readers. Some might read for the examination rather than for the sake of knowing. We have enough official examinations, and hence we need not at this late day institute new ones.

The County and Borough Superintendents might include one of the books of the State Reading Circle each year, as the book to be used as the foundation for their examinations on the Theory of Teaching. I say they might, but really I am not quite sure whether they have a right to designate what book a teacher shall study, or what book shall be used as the basis of their examinations. It is doubtful whether they can hold a teacher to Parker, Brooks, Wickersham, Raub, etc. Of course, teachers have no remedy, and, in fact, many prefer to have the books designated in which they are to be examined.

We say, then, there should be no examinations except in those cases in which the superintendents reach the teachers in their regular examinations.

Certificates, Diplomas, etc.—But what recognition shall be given to those who complete a course of reading, if there is to be no examination? Let each teacher certify that the course has been faithfully and conscientiously followed during the year and on the strength of this let the proper officers of the circle issue a paper to each teacher so reporting, setting forth the books read, etc. It matters but little what you call these papers, whether certificates or diplomas.

The N. Y. State Circle has in view the urging of the passage of a law that the School Department shall recognize the diplomas of the Reading Circle and place a certain definite value on them. Many seem to think that much good will come from this recognition. We have serious doubts whether there would be any gain whatever to the profession of our sister State, if this idea should be embodied in the law. We should not favor any move like that in this State, believing, as we do, that this should be voluntary work on the part of the teachers, without the whip of examination hanging over their heads.

What Teachers' Reading Circles have Already Accomplished.—We believe that much good has already been done by this movement. Besides the large number of teachers who have registered themselves as members, hundreds of others have read one or more of the books designated. These did not work for diplomas or certificates, but for their own improvement and the advancement of their schools. Through this movement many teachers were aroused, and then started their pupils in a systematic course of reading, by suggesting books, magazines, and papers for their perusal. Thus we have no doubt the influence of the teachers' reading circle has been carried to the remotest corners of our country. No step can be taken to improve the teachers that will not through their pupils, improve the whole country.

Another important outcome of this movement is the publication of books on pedagogics by American publishers, thus reducing the price of English publications, and giving us translations of some of the best German, French, and Italian books on the subject of teaching. Within one year one firm alone, that of D. C. Heath & Co., has published about a dozen standard books on this subject, with the promise of more to follow. What firm would have dared such an undertaking before the advent of Teachers' Reading Circles?

Some say the Teachers' Reading Circle movement is a craze, that it will run its course—ephemeral course, they mean—and then pass away. We do not believe that it will pass away as speedily as that. It will probably settle down after a little into a more permanent institution than it is at present, but the greater its permanency the greater will be its influence and usefulness. What shall we do in the grand old Keystone towards placing this agency upon a firm footing?

Supt. D. S. KEITH: Many teachers who are desirous of improving themselves find considerable difficulty in framing a suitable course of reading. The plan under consideration is a guide to them, making it easier to begin, and adding interest to the pursuit. There is an inspiration of numbers—many working on the same line get better results than singly. By good reading the teacher will grow, and growing, will do better work. I think the course adopted should not be strictly professional, but largely literary and scientific. A line of preparatory work might also be sketched for those who are not ready for the general course. It might be well for a committee of this body to frame a general course, leaving local committees to do any necessary subordinate work. There should not be too many books on the list—the tendency is always to lay out too much work. It may be better to present only the topics, leaving optional the selection of particular authors. There should be no examination—nothing hanging over our heads—voluntary work will get better results.

MISS LLOYD: The one thing teachers need more than anything else is a liberal course of reading—so many know almost nothing outside the text-books. The proposed course ought not to be confined to what is termed strictly professional reading. We must supplement our text-books on geography and history by works of travel and biography; and if we must teach technical grammar, we need to know something more of language than the text-book contains. Teachers need general literary culture, and they cannot obtain it by confining their reading to second or third-rate novels, as too many do.

Prof. ELLWOOD: Shall the course be strictly professional, or largely outside reading? Nature makes no two things alike; leaves, faces, minds, all differ one from another. We cannot frame a course that will suit every taste. As a large percentage of teachers have never studied anything but the common branches required for examination, they would not appreciate a strictly professional course.

Prof. SPAYD: We already have a course mapped out that is better than teachers would frame for themselves in ten years.

Supt. MONROE: Many teachers are already following the course laid down; the question here is—Shall we have a recognition of the Reading Circles by this body, or organize a State Circle of our own?

Hon. S. G. BOYD: If we teachers have not reached the degree of proficiency that is demanded, then it is time we have a course of professional reading—broad in character, but bearing directly upon our work. We cannot elevate our vocation to the level of a learned profession by declaring it to be such—there must be honest work, on the subject matter, on mental philosophy, and on methods based on both.

Supt. BUEHRLE: The course of reading should be professional, but we must not narrow that term to include only methods of teaching and the subject-matter of our school work. Whatever improves the teacher intellectually is professional work—the more of men and women we are, the better teachers; we teach more by what we are than by anything we do. If we could put a finely cultured mind into every schoolroom, it would do more for us than anything else. The best reading on every subject—that which broadens and deepens our manhood and womanhood—is professional reading, in the best and truest sense.

Discussion closed, and Association adjourned to 8 p. m.

THE music for the session of Tuesday evening consisted of solos by Miss JEAN GLENN, of Mercer, Pa., whose singing was received with great favor by the audience.

The lecture was delivered by Rev. JAHU DE WITT MILLER, on "The Uses of Ugliness." The lecture has already been sketched in *The Journal*, and need not be repeated. It is a chain of illustrations of the truth that beauty is a relative term, pointing the moral that "handsome is as handsome does." Some of the pictures are sharply drawn, and the stories are well told. It furnishes a good evening's relaxation after a day of solid work.

WEDNESDAY MORNING.

SESSION was opened with music and devotional exercises by Rev. J. F. Pollock, of the Presbyterian church, who read from Colossians iii. and offered prayer.

PLACE OF MEETING.

Selection of a place of meeting for next year being in order, Bellefonte, Huntingdon and Clearfield were named, when, on motion, the whole subject was referred to a committee with instructions to report, with their recommendation, some suitable place.

NOMINATION OF OFFICERS.

The following nominations were made for officers for the session of 1887:

For President—Supt. James M. Coughlin, of Luzerne.

For Vice-Presidents—Miss M. Lizzie Steltz, of Allentown, and G. A. Langley, of Edinboro.

For Secretary—J. P. McCaskey, of Lancaster.

For Treasurer—Supt. D. S. Keck, of Berks.

For Ticket Agent—J. Fletcher Sickel, of Germantown.

Nominations for the above named offices having been closed, and there being only the required number of candidates, it was ordered, on motion, that the Secretary cast the unanimous ballot of the Association for the candidates nominated, which was done. Further nominations were made as follows:

For Executive Committee—Dr. N. C. Scheaffer, Kutztown; Prof. E. O. Lyte, Millersville; Miss Tillie S. Booz, Bristol; Supt. W. H. Shelley, York; Supt. R. K. Buehrle, Lancaster; Prof. L. S. Shimmel, Huntingdon; Supt. D. A. Harmon, Hazleton; Prof. Geo. P. Beard, Lock Haven: Prof. W. A. Cochran, Indiana; Supt. J. K. Gotwals, Norristown: Supt. J. O. Knauss, Lehigh.

For Enrolling Committee—Supt. N. S. Davis, Lackawanna; Prof. I. S. Geist, Marietta; Supt. T. A. Snyder, Carbon, Hon. Henry Houck, Harrisburg; Supt. D. S. Keith, Altoona; Supt. J. S. Grimes, Columbia; Supt. M. Savage, Clearfield; Prof. E. C. Lavers, New Brighton.

REVISION OF CONSTITUTION.

Supt. WOODRUFF reported from Committee on Revision of Constitution, that the duty had been overlooked until too late to give it proper attention. The revision will take more time than could be given here, and he asked that the committee be continued, substituting some other member for himself as chairman. The committee was continued, and Prof. E. O. LYTE was placed upon it instead of Supt. WOODRUFF.

Prof. G. M. PHILIPS, of West Chester State Normal School, then read the following paper on

THE STATE NORMAL SCHOOLS OF PENNSYLVANIA.

Mr. President and Fellow Teachers: I have been asked to read to you a paper on the Normal School question. I have consented with reluctance, for I feel that all I can say upon this question has been said before, and better said than I can say it.

As there are many, and even members of the Pennsylvania State Teachers' Association, who do not understand their State Normal School system, I will give a brief account of the organization and management of these schools.

HOW ESTABLISHED.

The Normal School system of Pennsylvania is peculiar to itself. It was shaped by the act of 1857, which had been drafted by Thomas H. Burrowes, one of our first State Superintendents. This law divided the State (exclusive of Philadelphia, which is almost independent of the State so far as school legislation is concerned) into twelve Normal School districts, and in 1874 their number was increased to thirteen by the division of the eighth district. In each of these thirteen districts one State Normal School, and but one, may be established. In ten of the districts schools have been started and are now in operation, the latest in 1877; but, although various efforts have been made to establish schools in the remaining three districts, there does not seem to be any present prospect of an increase in their number.

In order to establish a Normal School in any district, its citizens must provide ten acres of ground, with buildings upon it large enough and completely equipped for the accommodation of a boarding-school of at least 300 students. Several of the older schools were recognized by the State without fully complying with the above conditions; but the act of 1875 prohibited such action thereafter, and at present, with but little exception, all of the schools are fully equipped as required by law. These large and costly establishments must be provided by the contributions of the citizens of the Normal School district, or by the sale of the stock of an association formed to establish such a school, and the act of 1875 provided that thereafter the State should not recognize as a Normal School any institution with a debt exceeding one-third of the value of its property. One of these schools was founded by contributions, all the others being started by stock companies—more than $300,000 having been raised for this purpose by the sale of stock, and about $100,000 more from private contributions.

Not a cent in the way of dividends has ever been paid to any stockholder or contributor by any State Normal School of Pennsylvania, nor do I believe that there is any intention or design to do so. These large sums were gifts to the cause of education. They have been supplemented by annual State appropriations, varying somewhat in amount and sometimes omitted, but the general practice of our Legislature for a number of years has been to appropriate $50,000 per year for the ten schools, to be divided among them as the Legislature, or a committee appointed by it, may provide; but for several years the appropriations have been divided equally among the schools. From 1859 to 1886 these appropriations have amounted to $1,045,000, the shares of the different schools varying from $85,000 to $145,000. All of the appropriations except a few of the earlier ones, are secured by State mortgages on the school properties. These mortgages bear no interest, but the right of the State to demand the principal at any time is reserved, so that they secure the State against the loss of its appropriations, and also prevent the schools from changing their purpose and character. The State appropriations have been used almost wholly for building or other permanent improvements. The net assets of these schools to-day are not less than $1,500,000, which is a few thousand dollars more than their State appropriations, stock and contributions combined. In brief, Pennsylvania has furnished two-thirds of the equipment of its Normal schools; private contributions and the schools themselves, the other third; and the schools, taken together, have paid all their running expenses ever since their foundation.

HOW MANAGED.

Each school is managed by a board of eighteen trustees. Twelve of these are elected by the stockholders or contributors, four being elected each year and to serve three years. The remaining six trustees are appointed by the State Superintendent of Public Instruction, two of them each year for a term of three years. Although subject to a number of State laws, the control of each school is largely local and independent of the rest. This feature, though open to evident objections, has on the whole worked well. The trustees are generally of the best class of men in the community; they take much interest in, and really *control* the schools, and the local interest and patronage thus secured is of great value. *After an intimate knowledge of these schools for more than thirteen years, I have yet to hear of the first suspicion of the influence or bias of politics in their control or management.* The control and direction of the schools in respect to discipline and study is practically in the hands of their principals, controlled of course by the regulations of the trustees and influenced by their faculties of teachers. The principals, and other teachers are elected

annually by the trustees, but the nomination of new teachers is usually in the hands of the principals. It is fair to say that the material or business interests of the schools are managed by their trustees, the educational and disciplinary interests by the principals aided by their faculties; although the principals exert considerable, and at times great, influence upon the business policy of the schools, and the trustees both control and influence the principals and faculties in their province.

HOW SUPPORTED.

The schools are supported by their students. Tuition is not free, but varies from $42 to $65 per year of 42 weeks. The majority of the students board in the schools, four and a-half to five dollars per week paying for board, tuition, and all other expenses. Each school regulates its own prices, but competition keeps their prices nearly the same: and the fact that there is no one to make a profit out of them, keeps the expense down to the cost of running the schools, with a small margin for repairs and improvements.

STUDENTS AND THEIR STUDIES.

They are all co-educational schools, and all admit academic students, or those who do not expect to teach—between one-fifth and one-fourth of the students above the Model Schools being of this class. All have model schools attached, in which those who graduate must have taught for a prescribed time. These are usually primary or intermediate schools of less than 100 students from the neighborhood, who pay usually small tuition fees, although in three or four cases the public schools of the town are the model schools. Although tuition is not free in the Pennsylvania State Normal Schools, yet the State Legislature is accustomed to make an appropriation each year to aid those students of these schools who are preparing to teach in the public schools of the State. All such students who attend a Normal School for twelve consecutive weeks, who are over seventeen or more years old and include some branch of pedagogics in their studies, are entitled to fifty cents per week, which pays from one-third to one-half of their tuition; and those who go on to graduate and promise to teach in the public schools of the State for two years, receive a bonus of $50.

There are two courses of study, the Elementary and Scientific. They are arranged by the State Superintendent and the principals of the schools. The Elementary course, which the great mass of the students take in whole or in part, includes besides the common branches, Mental Philosophy, History of Education, Methods of Instruction and School Economy, Elementary Algebra, Plane Geometry. Natural Philosophy, Botany, Physiology, Civil Government, one or two years' work in Latin, Rhetoric, English Literature, Drawing, Vocal Music, and Book-Keeping. The Scientific course embraces two full years of work, mainly in Higher Mathematics, Sciences, and Languages. Few students take this course; not more than forty are ever in it in all the schools together.

EXAMINATIONS.

A characteristic and distinctive feature of the Pennsylvania Normal Schools is their final examinations. All candidates for examination in either course must first be examined and recommended by the teachers of the school. Then they are turned over to an Examining Board selected by the Superintendent of Public Instruction, composed of the Superintendent himself or his Deputy, the Principal of another Normal School, and two County or Borough Superintendents of that Normal School District. This committee examines the class at the school in all the studies of the course, the examination being almost wholly in writing, and lasting two or three days. These four examiners and the principal of the school must pass each student who graduates, and no one can be passed by less than four of the five votes. This final examination by a State Board of Examiners has of course its disadvantages, but there is no doubt that it is a direct and great incentive to hard and thorough study by the students, and that it incites and greatly aids the school authorities in holding their students up to a higher standard of attainment than could otherwise be secured. Heretofore candidates for graduation have been examined at the close of their course upon all of its twenty-three studies at one time. The objections to this are obvious and serious. It is expected that hereafter there will be two examinations. The first will be upon the more elementary studies of the course, embracing more than half of them; it will be final for those branches, and those passing it may enter the senior class of any Normal School in the State. The second will be upon the remaining studies of the course and will be held at the end of the senior year. The Board of Examiners and the number of affirmative votes needed to pass any student will remain as before. All connected with the schools anticipate much benefit to them from these changes.

DIPLOMAS ARE CERTIFICATES.

Graduates of the schools receive State certificates permitting them to teach in the public schools of the State for two years, and if at the end of that time their Directors and County and Borough Superintendents certify that they have been successful teachers, they receive State diplomas, which are life certificates in all parts of the State except in Philadelphia. Provision is also made for experienced public school teachers to enter the examinations, and, if successful, to receive certificates of the same grade. The Normal School diplomas and certificates are the highest and best forms of teachers' certificates given in Pennsylvania.

SOME RESULTS.

With but occasional temporary exceptions, all of the ten schools have been prosperous and successful. Their annual attendance of students now reaches nearly 5,000, and is increasing year by year. A large proportion of the students never graduate, but begin to teach before completing the course of study, and continue in the profession or presently change their occupa-

tion. Not more than three or four hundred are annually graduated at all the schools.

OBJECTIONS THAT HAVE BEEN MADE.

So much for the Pennsylvania Normal School system and the schools as they are. Now for their merits and demerits.

Too Many Schools.—It is said that there are too many of them; that the State, and the Normal Schools themselves, would be better off if fewer schools had been started. It is clear that their number is mainly due to the Normal School law of 1857, for which none of us is responsible. And very few, if any, would advocate the abandonment of any of the schools now, after the expenditure of so much money upon them, and when the youngest of them has been in operation for nine years. But when, with one or two exceptions, and these but recent and temporary, not one of the schools has had less than 500 students during the year just closed, nor has failed to pay all its running expenses including necessary repairs and interest on its debt without drawing on its State appropriation for these purposes; and when we see 2,000 new teachers needed every year in the public schools of Pennsylvania,—is it clear that we have too many Normal Schools? New York has just opened her ninth State Normal School. Massachusetts has five State Normal Schools, which in relation to population corresponds to eleven in Pennsylvania; Wisconsin's four correspond to thirteen in Pennsylvania; Maine's three, to twenty; West Virginia's five, to twenty-one, and Vermont's three, to forty in our State.

Admitting Academic Students.—It is said that the Normal Schools ought to admit none but those preparing to teach, and that by admitting these so-called academic students, they are breaking up the academies and private schools of the State. I remark in the first place, that if the State would pay the running expenses of the schools, as New York, Massachusetts, and almost every other State does with its Normal Schools, I would gladly limit our students to those preparing to teach, and with this every Normal School principal will heartily agree. It would certainly make our work and responsibility much less. To be sure it would cost the State much more. New York gives each of its Normal Schools $18,000 per year. Massachusetts last year gave its five smaller schools $63,000, besides $16,000 to its Normal Art School. These appropriations are wholly used to pay salaries and current expenses. In addition, their buildings are erteced and equipped wholly at the expense of the State. While Pennsylvania, besides its appropriations for buildings (which have been by no means generous), gives nothing directly to the schools, and only now, for the first time for years, has its aid to their professional students amounted to its fifty cents per week. And so when the State says, "You must pay your own way as best you can," it is only to be expected that we should hesitate to take the risk of cutting off entirely our academic patronage, especially as two of the strongest Normal Schools in the State have tried it and felt compelled to re-open their doors to it again.

But while, as I said, we would all personally rejoice if our schools could be made strictly professional, I am far from sure that such a course would be for the benefit of the people. If I believed that the Normal Schools were crippling the private schools (which I do *not* believe, as I shall presently show), I would think there was a reason for it. It could not be their cheapness. In my own district there are excellent private schools whose charges for board and tuition are as low as those of the Normal School. They are full of students, and their proprietors are making money. As that is the most expensive section of the State in which to carry on a school, and as the other Normal Schools charge about the same as ours, other parts of the State give private schools still fairer fields. It must be, then, that the people who, it is alleged, desert the private schools to patronize the Normal Schools, believe that the latter afford them more advantages than the former, and surely no one would deprive our people of superior educational advantages to advance the fortunes of a few individuals. Lowell somewhere remarks "One does not need to advertise the squirrels where the nut-trees are."

But the Normal Schools are not breaking up the private schools. That many of these schools do not flourish as they once did is true, although I know of no well-located and well managed private school that is not a success. The fact is, the management of a school has become a business; and success in it demands the same effort and qualifications as demanded by any other business. The day is past when a man can sit in his chair and expect to build up or maintain a school which is ill-equipped and worse managed and taught. And that there are more failures in school enterprises than in mercantile or manufacturing enterprises cannot be shown, and is not true. Competition *is* keener among schools to-day than it was a generation ago, and were it not so we must admit ourselves behind all the rest of the world in its progress. Besides the competition among the private schools themselves, the Normal Schools may have had some little influence in this direction; but it is the great improvement in the public schools, and *especially the establishment of graded and high schools*, that has been the chief factor in bringing about this result. In all of the ten Normal Schools of Pennsylvania during the past year there have not been 900 Academic students outside of their Model Schools, and from the last School Report we learn that there are 488 academies and private schools in Pennsylvania (exclusive of Philadelphia), attended by 30,355 students, with certainly many others not there reported. If all the Academic students in the Normal Schools were distributed among the private schools of the State, there would be almost two students apiece for them, and those schools that would be kept from breaking up by the addition of two more students must be in a very feeble condition. I find reported in the State School Report of 1866 almost exactly the same number of private schools attended by just about the same number of students as in 1885, while the num-

ber of graded and high schools has in those 19 years increased from 2,000 to 6,000. The only way in which the Normal Schools have injured the private schools, except insignificantly, is in furnishing, either by direct or indirect influence, every public school in the Commonwealth with better instruction and management, and by assisting in no small measure to more than treble the number of high and graded schools in the State in less than twenty years.

Graduates Do Not Teach.—It is alleged that the graduates of the Normal Schools, after being educated at the expense of the State, do not teach, but go into other professions. Two years is certainly an ample allowance to make for the average time the graduates of the Normal Schools have spent there. In that time they have received from the State the munificent sum of $92 (provided the State has fulfilled its promise, which it has done entirely but once in seven years). And how long, may I inquire, must one teach to discharge the debt of gratitude heaped up by $92? But the fact is the graduates *do* teach. This has been demonstrated over and over again, although the objection, like Banquo's ghost, will not down. Take the West Chester School, one of the younger ones, and examine its record. Its first class of ten graduated in 1874. Every member of the class taught, and five are teaching now. The least time taught by any of them since graduation is six years, and the average nine and one-half years. In 1875, eighteen graduated; sixteen of them taught; ten of them are still teaching. The sixteen teachers have averaged more than seven years of teaching apiece since graduation, and those who have not taught never took a dollar of the State's money. Of the twenty in the next class, eighteen taught an average of six years apiece; eight are now teaching. All but one of the next class (1877) taught, and fifteen of the nineteen survivors are teachers now. And so it goes, the later classes having still better records in this direction, in proportion to the time since their graduation. Not one graduate in the past five years has failed to become a teacher, and of the 205 living graduates of our school, 146 taught last year or were, in a few instances, taking higher courses of study to fit them to teach still better in the future. And especially must it be remembered in this connection that thousands of teachers have left the Normal Schools before completing the course, and have done and are doing a great work in the schools of this Commonwealth.

Too Little Professional Work Done.—It is said that the Normal Schools of Pennsylvania do not do enough of pedagogic work; that our work is too largely merely a more thorough review of the work of the high school and academy. I believe we all feel this criticism to be just. But those in charge of the schools have not been wholly to blame for this. Heretofore at the end of his course of study every graduate had to pass an examination by a State Board of Examiners, all strangers to him, upon all of the twenty-three branches of study in the course. It was very natural that the anxiety to pass this examination should turn the students' attention from professional work which was not, and could not be, so closely tested by examinations. The new plan of having the final examinations in most of the academic studies before entering the last year of the course will obviate this objection very largely, and as arranged will, besides the professional work in the earlier part of the course, give up a large part of the senior year to this work. I believe that hereafter our work in pedagogics will be greatly improved.

As to the suggestion that the Normal Schools should do away with academic work entirely, and devote themselves wholly to professional work, in the present state of things in Pennsylvania, and everywhere else so far as I can learn, it is simply absurd, and will never be made by any sensible man who knows what he is talking about. It is very doubtful if such a thing is desirable even in theory, since our methods of teaching and management will always be very largely an imitation of those of our own teachers. In practice it is entirely out of the question. We have high school graduates from all parts of our district (and there are no better high schools in the State than in the first district), as well as some from other districts, and scarcely one in twenty of them can graduate with us in less than two years. We must continue to teach the common branches, and to devote much time and work to them. We have not done too much in that direction, nor enough always, but we must do more professional work. I look for the millennium to come along about the time that we find our students coming to us thorough enough in the branches of study to need no reviews in them.

Scholarship of Graduates Not Uniform.—We are told that the acquirements of the graduates of the different schools are not uniform. Are the acquirements of the graduates of any class of institutions of the world uniform? Are the acquirements of the different graduates of the greatest university at home or abroad nearly uniform? As a matter of fact the acquirements of two graduates of Oxford or Cambridge may differ about as much as those of our scholarly State Superintendent differ from those of the average holder of a provisional certificate. Do our permanent or professional certificates mean the same thing, or nearly the same thing? Do our provisional certificates of the same grade mean the same thing? I suggest these things not to justify any such inequalities among Normal School graduates, but to call attention to the difficulties everywhere found to be in the way of attaining even approximate uniformity in this direction. I shall be very glad to see Normal diplomas represent more uniform requirements, and I believe that the new plan of final examinations will also do much in this direction; and I would welcome any other well-considered plan that seemed likely to promote this. But that this objection can ever be wholly removed or that it can be alleged against the diplomas of our State Normal Schools with more force than against those of any other class of institutions, I do not believe. But time will not

permit me to dwell longer upon the faults that have been found with these schools, and I have already so completely exhausted your patience, that I can only glance at

THEIR MERITS.

That the Normal Schools of Pennsylvania have done a most important and valuable work in better preparing thousands of the teachers of the State for their work, that they have greatly improved the teaching and management of the schools everywhere, that they have been instrumental in the establishment of hundreds, if not of thousands, of high and graded schools, in improving school buildings and their equipment, and that they have done much to arouse educational interest and elevate the standard of education all over the Commonwealth,—will be universally admitted. Their severest critics have, at the meetings of this Association, again and again acknowledged the great good accomplished by these schools.

The hard work done at these schools by teachers and students, the intense spirit of earnestness and study that pervades the great mass of their students is well-nigh proverbial. I have myself had experience as a student and a teacher in schools of almost every grade, and I have yet to find any other class of schools, or indeed any other school, which compares with the Normal Schools in these respects. And this, so far as I am able to learn, is the universal testimony of all who have ever been connected with these schools. These results have been accomplished with small expense to their students, and, when it is remembered that the direct appropriations to the schools are really investments secured by mortgages, at small expense to the State.

But it is unnecessary to detain you longer. Half the teachers on this floor are living, active arguments in favor of our Normal Schools, for to them they owe much of their power and usefulness. In conclusion, I will only say that I do not claim that the State Normal Schools of Pennsylvania are ideal schools. I do not claim that they have been organized in the best possible way, nor that, as organized, they have made no mistakes; far from it. But that they honestly try to do good work; that they imbue their students with such a spirit of hard, thorough study as is almost unknown in any other class of schools; that they have accomplished very much for the cause of education in our great Commonwealth; and that nowhere has the money of the State been more wisely or more honestly spent—is certainly true, and is known to every man who is acquainted with the facts.

Prof. NOETLING, of Bloomsburg, said he had been notified that he would be expected to open this discussion, but not knowing what line of thought would be taken by the paper, had not prepared in advance to discuss it. Having now heard it, he commended it as moderate and just, covering the ground pretty well, but leaving some points that call for further consideration. One of these is the method of conducting final examinations. The constitution of the committee might be improved. It has been charged that students are sometimes passed when unfit, by collusion; there is not much in the charge, but if any such evil exists, it will be cured by having a State Board of Examiners, entirely disconnected from and independent of all the schools. This would at least obviate objections, if it did not (as it probably would not) secure a higher grade of attainment. The newly-adopted Senior examination is an improvement. That we have not too many Normal Schools appears plain from the fact that we cannot supply the demand for teachers to fill the places of those who leave the profession. Our graduates as a rule teach longer than the required two years; but they leave the profession because they cannot maintain themselves suitably in it. Of course, all of our graduates have not the same qualifications—the only fair question is, Have they the qualification set forth in their papers? Of course, again, some of them fail when tested in the schools—the same is true in every profession, and to as great extent.

Prof. GEO. L. MARIS: After a recent examination at a Normal School, the questions used were published, and on giving one set of them to a boy of fourteen, in about fifteen minutes he had passed an almost perfect examination; and these questions were given by one of the County Superintendents on the board of examiners. If it were not for the fact that the Normal Schools themselves make their own examinations what they should be before presenting the classes for graduation, the final examination would often be a mere farce. No doubt I have given the same kind of questions when I was County Superintendent, but now we should do better, or at least we should not publish the questions when they are so easy that our "provisional" teachers laugh at them. The standard should be gradually raised—it is altogether delusive to lower the grade so as to have more graduates. There are pupils in some Normal Schools who ought to be in the common district schools; these should not be admitted until properly prepared. This kind of care will increase the benefit and influence of the Normal Schools, and the improvement in the schools taught by their graduates will prove the soundness of the policy.

Prof. NOETLING: Some of the speakers are behind the times in these matters, or they would know that the standard is being continually raised, and that some schools at least have been rejecting deficient pupils.

Dr. EDW. BROOKS: The paper is excellent in matter and spirit; and to-day is remarkable in Association history from the fact that there is no severe criticism of the Normal Schools, which have heretofore had to fight their way through every discussion. This question is no longer the ghost that "will not down," and the Normal Schools are recognized as one of the glories of our system, and a monument to the memory of their great founder, Thomas H. Burrowes. But, after twenty-eight years work in these schools, I feel like calling attention to some of their imperfections—for, I suppose, we will all agree that they are not yet perfect:

1. There has been some tendency to lower instead of elevating the standard of scholarship. This is a vital mistake. I have labored hard to add at least another year to the course of study. The college standard has been raised, and we have not grown in proportion. We have in our course no general history, no political economy, but a smattering of Latin, and not enough geometry. I adjure you to plant your standard higher—we must advance with the times, or lose our influence. The State demands higher qualifications in our graduates, and unless we meet the demand, we shall lose public confidence.

2. The examination, instead of being made easier, should be more difficult. I have never favored the Senior examination plan. If the graduate is not prepared to stand an examination on the common branches at the end of the senior year, he is not fit to teach them. I should say, "Hands off the Junior class," and when we graduate them, let them be tested by us, as the provisional teachers are by the County Superintendent, before going into the schools.

Supt. WOODRUFF: The Doctor is welcome to his self-gratulation upon what he seems to regard as a sort of suspension of hostilities. There may be several reasons assigned for this: 1. The Normal Schools have profited by past criticism, and give less occasion for it; and those who criticised them, noting the improvement and hoping it will continue, have no disposition to keep up the bombardment merely for the sake of hearing the noise. 2. These conventions of the Association are more and more largely composed of the graduates of Normal Schools, who look at them from the other side. 3. There are some of our members who have been through the schools as professors and principals, and so got an inside view, who are now looking at them from the outside, and find sufficient room for criticism; so we let them do it. 4, and finally, there are those who say "Ephraim is joined to his idols: let him alone!"

COMMITTEE ON ELECTION.

The Chair appointed the following committee to conduct the election of Executive and Enrolling committees to-morrow: Supts. T. W. Bevan, J. H. Werner and J. T. Nitrauer, Misses Laura A. Yerkes and Rosa M. Kessler.

After a song by Miss GLENN, a paper was read by Prof. E. L. KEMP. of Kutztown, on

THE STUDY OF BIRDS IN THE PUBLIC SCHOOLS.

Birds are important agents in the economy of nature. They remove carrion; they aid materially in the distribution of plant life; and, above all, they keep the insect world from undue increase. If I wished to speak of them from an economic standpoint, I could wish no better text than Longfellow's Birds of Killingworth. Without the labor of the birds, much of the farmer's toil would be in vain, and much of our beautiful timber would gradually become valueless.

For the generality of people I assign a knowledge of birds and their habits a position in practical value second neither to that of plants, nor of rocks, nor of chemistry. The teacher should aid the law in its battle with the enemies of birds. These are three: Ignorant prejudice, a strain of barbaric destructiveness inherent in humanity, and the lady's bonnet. For the ornamentation of the latter it is estimated that nearly ten millions were killed last year. Most of these were insectivorous, most of them beautiful of plumage, and many of them excellent songsters—the very birds that insure us food, and add immeasurably to the pleasure of living.

The teacher can aid the law by inculcating a knowledge of the facts of nature, and a love for the birds. In England, where law and sentiment go hand in hand in this matter, they are so effective that England has five or six times as many birds to the square mile as we in our most favored localities.

Aside from this, however, birds can be put to most excellent uses in the school-room. They become more and more necessary and valuable as new methods of instruction become more fixed and general in the profession.

In the first place, they may be turned to account to waken the perceptive faculties and cultivate habits of observation. This is a part of our education much emphasized at present, and rightly so. Fine and well-disciplined observing powers lie at the base of the success of business man and inventor, poet and philosopher. Every great invention that blesses humanity has back of it a long series of careful observations of powers and motions and their application. Back of every product of the imagination with which the man of genius enraptures the world, lies a great reservoir of full and delicate perceptions.

of truth and beauty in beautiful objects. And back of every generalization with which the scientist and the philosopher startle the world and set it to thinking, lies a boundless store of keen perceptions of the facts of nature and of life. Intellect is freshest and most vigorous with those who are gifted with this power to observe. All the world is full of truth and beauty to him whose eyes and ears are opened. But the generality of men are both blind and deaf.

We need carefully-cultivated observing power in the school-room to actualize the work done there. This is true, in a special sense, of the descriptive and narrative parts of the course. Without the powers to see and hear, these are dead and dry. Take geography, for instance, as a description of the earth's surface, countries, towns and inhabitants. As long as we do not get beyond blotches of white and green and red and yellow overrun with black lines and dots, it seems to me we have very little of the earth's countries and towns and inhabitants. If we do not take into our minds the facts of the country and people around us, our conceptions of those away from us must necessarily be indistinct and visionary.

Descriptive geography should as nearly as possible take the place of actual seeing. We can make it do so. We have many descriptive books and pictures to help us. We have eyes and ears, and a marvelous faculty called the imagination; the country around us furnishes the rest. Here we have almost endless variety of human life, wonderful diversity of climate and of plant and animal life, from the tropical luxuriance of the life of summer, to the polar-like snow fields of the death of winter. When fields and hills are covered with ice and snow, one sweep of the imagination, well-trained, can take away tree and house and barn and fence. Another sweep, and the farmer in his overcoat becomes an Esquimau in fur; the black bear becomes a polar bear; the red deer, a reindeer; the tame ox, a musk-ox; the days and nights grow long; and we have the northern land of ice and snow. In this way we ought to be able to paint, in the mind, all the surface of the earth and people it properly.

Just so with history. History is the story of the life of mankind as productive of progressive civilization. It depicts the life of other times and other countries. A poor conception of other times and other countries can be form who cannot interpret the life around him, and the forces of history operative there.

On this account well-selected and carefully graded object lessons are invaluable.

If the availability be taken into consideration, apart from the training of accurate perception, as we have it in drawing and music, birds are the best objects for the opening of both eyes and ears. They address themselves attractively to both.

First of all, they have elegance and striking individuality of form. In all animated nature they are unsurpassed in grace and beauty. Their external features are so distinctly marked that until quite recently all classification was based on them. They are still made much of, because of the symmetry of nature's works. The character difference between the hawk and the owl, both birds of prey, between the chimney-swallow and the flicker, the robin and the sparrow, are so plain that a little child easily notes them, and can easily be taught to interpret them.

You have combined with this richness a designed individuality of color. Birds are the animated flowers of field and forest. Some are apparently plain and homely, and yet when closely examined, every one is found to have a beauty of its own. Many have combinations of color that always please, sometimes enrapture. Take, for instance, the warblers, the jays and orioles, and the tanager, perhaps the most exquisite of all, with the incarnate black of his wings and tail and the blood-red of his body. Every time you see him as he flits through his forest home, he is a new revelation from the land of beauty. Some birds are so variegated that they make excellent lessons in color alone.

Then you have motion, individuality of motion, and motion's very poetry. No motion can excel the grace of the swallow's flight, swift as an arrow. I never tire of watching the quick, erratic darts of the king-bird as he pursues his prey, the high flight and marvelous downward darts of the night-hawk, and the soaring of the hawk and the eagle, majestic to the verge of sublimity. In this flight of the birds of prey there is a mystery that furnishes food for thought. No naturalist seems to have solved it satisfactorily. The hawk will soar far away through the air, or rise in great sweeping circles that contract as he ascends, until he is almost lost from sight, and the only motion apparent is an occasional slow rocking from side to side.

Added to all this you have song, often liquid, ecstatic melody. If people wish to compliment an opera singer they say she warbles like a bird, and sometimes the statement is more complimentary to the singer than to the bird. The song that gushes from the throat of the song-sparrow, and the bobolink, and the mocking bird, is so free and rich and joyous, and so full of genuine music, that he is a poor man indeed whose soul is not gladdened by it.

Form and color you can exhibit in the school-room; song and flight you cannot, unless you have gifts that most people have not. But this is all the better for the lesson. You cannot tell and show your pupils everything; you must perforce allow them to find out many things for themselves. The build of a bird generally indicates its flight, and if you are familiar with the notes of a bird, you can tell enough about it to awaken curiosity, and then your lesson will be continued every time your pupils walk in the open air. The continuations of the lesson bring the richest reward.

What particularly gives value to these lessons on birds is the fact that the modifications of form and flight, and often those of song and color, have stories to tell that are always interesting and generally capable of easy interpretation. These modifications, these facts of bird-life, are the words and sentences of a rich chap-

ter in Nature's book, the revelation of Nature's Maker.

Let us take a few lessons in form. Take a robin, cut open its breast, and you find a projection on the breast-bone. This is its keel. It gives the breast its rounded shape, and makes the robin a beautiful miniature ship of the air. Open the breast of an ostrich in the same manner, and you find no such keel there; the ostrich is not a bird of flight. A few more are like it. All birds of flight have this keel, and it is modified in shape and prominence according to the power and kind of flight. For another lesson let us take a sparrow and a robin. They differ in size, but apparently not much in shape. Examine them more closely; you find a difference in the bills. That simple difference indicates a great difference in character. The bill of the sparrow is short and stout; that means that he cracks seed for a living—lives on hard fare. The robin's bill is longer and more slender; he takes worms and grubs and caterpillars for his fare.

The chimney swift, or swallow, as it is commonly called, furnishes excellent lessons. Wings here are the striking features. They are very long and flat, longer than the body. That means that he is swift and strong of flight. Why? Open his mouth. The bill is short, but the mouth very wide, enormous for the size of the bird. He takes his meals on the wing. His legs are short and feet comparatively small, not worth much for walking. Why is this? Flight brings him food and pleasure, he does not need to walk. The night-hawks and whip-poorwills are like him in these respects. There is another striking feature. The tail feathers are short and strong and furnished with spines, and his claws are hard and sharp. He clings to his sleeping place not with tooth and nail, but with nail and tail. This must suffice for want of space.

Flight has plain stories too. It is so characteristic that a person familiar with birds can easily tell the genus, often the species, by flight alone. Birds of limited power of flight move the wings rapidly and take a straight course. Those whose food is in the air fly rapidly and erratically. The woodpeckers fly with alternate rise and fall, in a wave line; probably to enable them to scan closely, up and down, the tree trunks in which they find their food. The birds of prey, except the owls, soar along slowly and majestically high up in the air, in order that they may look far out over the landscape to find their food.

The distribution of color seems at first sight to be fortuitous. Naturalists make little account of it in classifying birds. Species belonging to the same genus differ widely in color. A few facts, however, are highly interesting. As a rule highly colored birds are active of habit or very wary. Birds of weak flight or indolent habit have what are termed protective colors. The partridge and the pheasant have the color of dead leaves, and it is possible to walk over them in the woods without noticing them. The night-hawk has the brown and black and gray of the dead branch on which it loves to squat, and looks like a knot. Other birds have colors that assist them in securing their food, like the herons. They subsist principally on fish and frogs. Their prevailing colors are the brown of the rock, the green of the grass, and the white and grey of the water.

Females are generally plainer in plumage than the males, in order that they may attend to their domestic duties unmolested, possibly to remove the temptation to flirt. Even the male loses much of his brightness of plumage after the mating is over. His prettiest dress is his courting suit. The young generally have the color of the female. Sometimes four years are required to give the male his rich coat of color.

In the matter of song alone, it is a great pity that people know so little about our birds. Perhaps no other country has so large a number of excellent songsters as America. Every species has its own song, or cry, or scream; sometimes three or four, like the robin. Besides its working notes, it has a beautiful anthem for the eventide. A little careful observation will acquaint one with the voices of all our common birds, and it adds no little interest to a walk in the country, and much sweetness and light to life, to hear melodious and familiar voices from every tree and bush and field. Much of the singing of birds, like the brightness of the male's dress, ceases with the mating; both are given to help the courting. Our woods grow comparatively quiet in August, the high noon of the year.

Many more facts like these can be developed in object lessons. We owe such lessons to our children. We take them from field and forest, from under the blue canopy of the skies, where all life is bright, and fresh, and joyous, to pen them up in school-houses often far from beautiful, and we owe it to them that we return them to the bosom of nature, with eyes opened to her truths and beauties, and ears attuned to her wondrous melody.

The same qualities that recommend birds for object lessons make them serviceable for language lessons. In fact, every object lesson properly treated becomes a language lesson. There are many species of birds, and every species presents a number of new facts of form and life and habit. Every new fact demands a new word, and leads to new forms of statement. This enlarges both vocabulary and power of expression.

Here, too, we have presented us an excellent aid in the teaching of composition and drawing. Nearly all the writing most of us do, aside from business, is descriptive or narrative in character. Set birds before your pupils and let them write out descriptions of them, and you will have a more profitable exercise than if you require a composition on coffee—copied out of an encyclopedia. A person who can describe a pigeon, so that the hearer or reader can in his mind form an image of a pigeon, and will not naturally form one of a hawk or a crow, has the elements of true descriptive power.

Birds with their variety of form and song and domestic habit, suggest an endless number of

themes. They dwell amid nature's beauties, those spots which the ancients peopled with nymphs and fairies. They are naturally associated with trees and plants and flowers, with hillside and meadow and running brook. An interest in them leads to excursions into field and forest. Every excursion brings new revelations of nature and life, and presents the teacher an opportunity to develop in his pupils the ability to narrate, and narrate with enthusiasm.

Just so with drawing. It has always seemed to me that there is much humbug connected with copying models, though it is a good exercise in its way. It is one thing to imitate the lines and shades of an object, and quite a different matter to interpret form for others with lines and shades. It is the latter which makes drawing not only a polished accomplishment, but also a very useful power. Different species of birds in different positions and groupings furnish any number of the best of models for that sort of instruction.

One thing more we must not forget. Lessons with natural objects, if properly graded, are an excellent introduction to the study of the natural sciences. The natural sciences are the best means we have for the development of inductive powers of thought—*the* means, in fact. Every plant that grows has a law and life and power of its own. This rests in a higher and more comprehensive law and life and power, and so on until you come to the great life and power that is the source of the life and the truth and the beauty of all. And he whose mind is trained aright can read and rise by the power of his intellect from one revelation to the other, until his mind rests in the Supreme Intellect whose reflection his is.

Adjourned to 2 p. m.

WEDNESDAY AFTERNOON.

MUSIC by the Association opened the session, after which the following paper was read by Dr. J. P. WICKERSHAM on

DISCIPLINE AS A FACTOR IN WORK OF THE SCHOOL-ROOM.

The work of a school may be roughly divided into two parts; first, instruction, and second, discipline. Instruction as we are thinking of it, consists in imparting knowledge and in conducting those educational processes which produce intellectual strength and culture. Discipline in the sense now intended includes both those influences which secure order in a school-room and those forces which tend to awaken and develop the moral nature of the young. In the first, the teacher appears as the builder-up of the mind, an instructor; in the second, as an executive officer administering a system of government.

An end of school discipline is order; but this is the least important of its ends, which comprehend in their fulness the high purposes of forming character and shaping life. The custom has been even among teachers of wide reputation to look upon the discipline of the school rather as a means than as an end. Children in school, they hold, must be orderly or their studies will be interrupted and their progress in learning slow. This view is partially correct, but in our conception it stops at the very beginning. A child attends school certainly not more to learn reading, writing, arithmetic, and other branches of knowledge, than he does to receive proper moral training. Habits like those of order, obedience, industry, politeness, if they can be acquired at school, and great principles such as honor, honesty, truthfulness, justice, charity, if they can be implanted in the youthful mind, surely outweigh in educational value any amount of what is called learning. And as discipline in school well directed can do much to form moral habits and instil moral principles, it is not only the handmaid and helper of instruction, but has an end of its own quite independent of all others. Instruction seeks food for the intellect, discipline looks to the forces that control the feelings and the will; instruction busies itself in storing the memory with facts, in furnishing the understanding with principles, and in conducting the imagination through fields of beauty, discipline searches out motives, looks down into the human heart to find and master its springs of action, good or bad; instruction is pleased with fine recitations, good examinations, and graduates that stand at the head of their class, discipline demands conduct unexceptionable, character well formed, and a solid foundation of true manhood with which to go forth to meet the future; instruction makes scholars, discipline develops men. In this broad sense I propose to speak of discipline as a factor in the work of the school, supposing that the subject is of peculiar importance in this country at the present time.

As applied in the school-room, discipline assumes several different forms which admit of classification. There is a form which may be called the discipline of force; another, the discipline of tact; a third, the discipline of consequences; and a fourth, the discipline of conscience. They differ somewhat in aim, but materially in method. As a whole they cover the subject historically, if not philosophically, and light must be thrown upon the most delicate and difficult work of the school-room by their discussion.

1. *The discipline of force.* If in a school, order alone be aimed at, by far the easiest and most summary way of securing it is by means of force. With the authority he possesses and his superior physical strength, a teacher can readily compel his pupils to sit motionless at their seats. They may not study, but they can be forced to remain still. Under such rule quiet will reign supreme. All disorderly conduct, all mischievous tricks, as well as all childish mirth and thoughtless noise, may be banished from the school-room. The deadening influence can be made to reach the play-ground, and all the exuberance of youthful spirit can be crushed out.

The school committees and school boards of the past, and a few who are not yet buried,

have been accustomed to consider ability to keep order in a school as the highest qualification of a teacher. Such as these want a man who can govern a school, master its rough elements, whether he can teach it or not. Their ideal schoolmaster is one who possesses strength and courage, a kind of Hercules. Of that moral power which masters with a look, a shake of the head or a word of admonition, whose very presence commands obedience, they have no conception. But in fact to keep a school in order is the lightest of the teacher's tasks. A government of force is easily administered. A policeman with his club ought to be able to keep ten thousand children not only quiet but trembling; a teacher with rod and ruler certainly should have no difficulty with fifty.

Still, it must be acknowledged that a discipline of force is the time-sanctioned method of governing a school. The school in all ages, whenever and whereever described, reveals to us the rod, the ruler, the ferule, the strap, and other like implements for punishing refractory children. No historic records reach back beyond the time when some form of bodily torture was not resorted to in school to preserve order. The use of the rod was common in the schools of Greece and Rome, and the wise Solomon thought it essential to the right bringing up of children in Judea. An old schoolmaster in Swabia, in a service of fifty-three years, according to his own faithful statement, administered 911,500 canings, 121,000 floggings, 209,000 custodies, 10,200 ear-boxes, 22,700 tasks, 136 tips with the rule, 700 boys to stand on peas, 6,000 to kneel on sharp-edged wood, 5,000 to wear the fool's cap, 1,700 to hold the rod—in all, 1,282,036 cases of punishment. "Many a white and tender hand," says a writer in the *Spectator*, speaking of the Eton School, England, "which a fond mother had passionately kissed a thousand and a thousand times, have I seen whipped until it was covered with blood; perhaps for smiling, or for going a yard and a-half out of the gate, or for writing an *o* for an *a* or an *a* for an *o*." In this country, whippings and other forms of corporal punishment have been in use almost universally as a means of school government; and even now we hear of cases in which a teacher finds it necessary to use rod or ruler ten or twenty times a day.

Upon an investigation made recently by a school board in one of our most enlightened States, it was found that a teacher in their employ was accustomed to whip his pupils for the following offences, as well as for those of a graver character: whispering, looking off the book, mis-spelling words, not standing in line, not folding arms, making faces, shuffling feet, and throwing paper balls.

It may as well be plainly said that this whole system of corporal punishment and bodily torture as it has been applied in the school room is for the most part unnecessary, arbitrary, and demoralizing. Order can be secured by its means, but too often at the sacrifice of all that is best and noblest in the nature of a child. It marks a stage of darkness and barbarism in the art of bringing up children out of which we should have long since emerged. And yet the young must be taught to obey—their welfare, their success in life, the well-being of society, depend upon it. A school cannot be suffered to run riot. Order, obedience, respect for authority, are lessons much needed by the American people, and must be taught at all hazards in the family and in the school. If to "spare the rod" is to "spoil the child," the rod should not be spared. Better a government of barbarism than no government at all. But to the true teacher no such sad alternative is presented. He may hold in reserve a certain degree of force, but he seldom finds occasion to use it. His school is orderly, his pupils obey him; but it is through love, not fear. He finds that the worst that is in boys yields more readily to the softening influences of kindness than to the hardening influences of punishment. The discipline of force may be necessary to teachers who are less skillful or who move on a lower plane, but to him it seems ill-adapted to its purpose, and often brutalizing in its effect.

2. The discipline of tact. That is a discipline of tact which preserves order in a school room and promotes a healthy moral growth among the pupils by nice management. In contrast with the kind of discipline just spoken of, it substitutes strategy for force. A tidy school-room is a constant monitor. Order in arrangement of the furniture teaches in a most impressive way the lesson of order to the pupils. A world of school-room trouble may be avoided by nice management in seating the children; in calling out and dismissing classes; in opening and closing school; in hearing recitations, in giving help, and assigning lessons. Plenty of work, right in quality and quantity, is a panacea for a multitude of school-room ills. The pent-up mischief of a school may be easily converted into the innocent sports of the play-ground. Strict impartiality in his administration, on the part of the teacher, a well-balanced sense of justice, skill in his work, willingness to do his duty, and love for children, will in themselves render scoldings and whippings almost unnecessary. If in addition the teacher have that keen insight into human nature which enables him to see the coming evil in embryo before it breaks forth and to guard against it; if he have that rare skill which can discover and direct, when likely to go wrong, the currents of feeling that ebb and flow in the school-room and constitute its life, he will want little else to make him a happy monarch on a peaceful throne.

But a few examples of the tact which avoids the causes that render so many school-rooms scenes of disorder and hard feeling will serve to illustrate and impress the subject. Two girls sit together in a school and are great friends. But their tongues are set loose, and they cannot resist the temptation to talk, and sometimes they talk loud. The teacher cautions them without effect. Shall he punish them? Thousands of children have been punished for a less offence. Better far to separate them until they amend their ways. A reading class is accustomed to read by turns from head to foot. Shrewdly counting the paragraphs

ahead, and marking the place where they must begin reading, the boys at one end of the class talk and play tricks while those at the other end are engaged in reading. I have seen a whole class punished for this kind of mischief. But how easily the evil is corrected by changing the method and calling upon each one promiscuously. The remedy will prove magical in its effects if the teacher is sure to call upon the first boy whose eyes leave the book. A stubborn girl one day when told to go to the blackboard and solve a problem, refused outright to do so. She had been accustomed to work her arithmetic on her slate at her seat, and was determined not to conform to this new method of recitation. A teacher without tact would have used force, committed a blunder, and made an enemy. But her teacher, knowing her disposition, simply proceeded with the recitation as if nothing had happened and allowed her to keep her seat unnoticed. As the teacher well knew, she could not bear to be left alone—to be ignored, and by the time the next lesson was to be recited she was ready not only to go to the blackboard with the other members of the class, but to apologize to the teacher for her improper conduct.

At a certain academy in Pennsylvania, on Hallowe'en, a wagon belonging to the school was laboriously taken to pieces by some mischevious students, carried to the roof of the building, and after being reconstructed was left astride the apex. Next morning as may well be supposed the wagon was the talk of the school and the neighborhood. Hundreds gazed up at the unusual object, and wondered how it could have been got up and how it could be brought down. A convulsion was expected at the morning opening exercises, but the principal looked even more good-natured than usual and said nothing. But with that insight into character for which he was famous he quietly watched the actions of the students during the day, and by evening when the school again assembled he was confident he could name the parties who had taken the most prominent part in the trick that had created so much astonishment. So he said in a pleasant way that some ingenious persons had placed his wagon on the top of the house, and as he wanted to use it he would like to have help in getting it down. He was sure any of those present would lend a hand. But as a special committee he would appoint, A. B., C. D., E. F., G. H., and I. J., naming those who he knew had been most active in the work of the night before. A laugh rippled over the hall, followed by a cheer that nearly shook the building. The principal had a knowing look but said nothing further. The boys named took off their coats and mounted to the roof, and the wagon was soon in its old place under the shed without a break, and all was peace. How admirable the management! How effective the cure!

The principal of a boarding school in the State of Maryland was an adept in raising and fattening pigs as well as in training boys. One season he happened to have an exceedingly large and fine pig which he fed himself, and in looking at and admiring which he spent considerable time. On one of those occasions when the very air seems to breed mischief, the idea came into the heads of certain fun-loving boys among the students to dig a hole in the neighboring field and place the pig in it. How the thing was managed no one has told, but when morning came the pen was empty, and some hundred yards away there was a hole in the ground five or six feet deep, with the professor's favorite pig dazed as much as a pig can be at the bottom of it. The whole school visited and revisited the spot during the day, and the wonder continued to grow as to what would be done in the case. When all were assembled in the evening, the professor remarked without the least show of anger that one of his pigs in whose physical growth and intellectual improvement he had taken considerable interest, had been placed by some envious or less-gifted persons at the bottom of a hole in a field near by, as most of them were aware, and he supposed the best thing to do, although he was sorry to do it, was to bury him there. He had therefore provided some shovels and would ask some of the strongest boys to assist him in the work. The shovels were soon in hands that had handled them before, and the whole school with some outside spectators was quickly drawn to the spot to witness the curious ceremony. The dirt was thrown in rapidly, and still more rapidly; but to the astonishment of most of the lookers-on, the pig readily shook it off and trampled it under his feet. The hole was soon half filled, but the pig was still erect and seemingly without any notion of being buried. In went the dirt faster and faster, but up went the pig with it until his white, fat back began to show above the surface of the ground, when the whole crowd, beginning to see the joke, broke into laughter and cheers until the happy porker with a satisfied grunt stepped out on solid ground and marched triumphantly towards his customary sty, where the professor with face wreathed in smiles was already awaiting him with his evening meal.

Between the ordinary treatment of such cases and fine strategy like this, there is as great a contrast as there is between the rude pictures of a comic almanac and the divine creations of a Raphael or an Angelo. Even if the incidents mentioned did not happen just as related, they serve to illustrate that kind of school management which flanks difficulties that are too formidable to be attacked in front, which turns evil to good, which makes one principle of human nature serve as a checkmate to another, which governs by a finer, higher, more effective power than force—tact.

3. *The discipline of consequences.* As in the moral government of the universe, punishment follows wrong-doing as a consequence, so the same principle may be applied in the government of the school. This is what is meant by the discipline of consequences. Without attempting to exhaust the subject or to define its exact limitations, it may be said that God's system of discipline as administered through the laws of nature provides, on one side, that punishment invariably follows wrong-doing,

that different degrees of wrong-doing are punished in proportion to their magnitude, that different kinds of wrong-doing have different kinds of punishments, and that all punishment is connected with wrong-doing as effect to cause; and, on the other side, that reward invariably follows right-doing, that different degrees of right-doing are rewarded in proportion to their merit, that different kinds of right-doing have different kinds of reward, and that reward is connected with right-doing as effect to cause.

It certainly cannot be necessary to enter into a lengthy argument to prove the general truth of these propositions. Here at least only brief mention can be made of the ground on which they rest.

We all know that we cannot do wrong without suffering punishment, and that if we do right we will receive our reward. Some circumstances in our experience might lead us to question this conclusion, were it not that our reason tells us that a broader experience must verify it. Otherwise, the moral universe would be a chaos and God himself would be unthroned.

If wrong-doing and right-doing are a matter of degrees, the principles of eternal justice require that punishments and rewards should be graded accordingly. Even human laws and human justice recognize and apply this principle.

A man morally bad may be physically strong, healthy, rich or prosperous. A pious missionary on his way to introduce Christianity into heathen lands may embark in a leaky ship and be buried in the sea, while pirates in a staunch one incur no danger. The young, the beautiful, the promising sometimes suffer and die, while many who become a curse to society are allowed to live on prospering in their evil ways. The plague does not stop to spare the good man's house that lies in its dreadful path. And yet God is just, much that seems unjust being accounted for by the independent operation of different kinds of natural laws. Physical laws have their own rewards and punishments; so have the moral laws. The former can be obeyed, and the latter violated, or the reverse.

All natural punishments and all natural rewards are the effects of causes to which they are linked by chains of adamant. When a physical law is broken the penalty must be paid; obedience to such a law is sure to meet with its reward. If a man eat too much, he will get the dyspepsia; if he indulge too freely in strong drink, he will die a drunkard; if he hold his hand in the fire, it will burn; if he jump from the house-top, he may break a limb or lose his life. In the case of broken moral law, the consequences are different, but not less certain. The liar, the slanderer, the hypocrite, the thief, the murderer, in addition to the penalty they are apt to pay to violated human law, carry in their own bosoms the bitter sting that avenges their wrong-doing, or, if too callous to feel it, that hardness is in itself the most terrible of punishments. The prodigal wastes his substance, and must live on husks; the sluggard will not work, and "in harvest has nothing;" the miser gloats over his gold until his soul shrivels up, and the hardened sinner converts his very heart to stone, and dies worse than a brute.

In principle, Nature's discipline of consequences may be introduced into the schoolroom. Bad conduct may be punished and good conduct rewarded after the manner of what occurs under the Divine order in the world about us. It would be easy at least to substitute for the arbitrary punishments, that have disgraced school government in all ages, a system that would go far towards meting out to each offence a natural punishment properly adjusted to it in kind and degree. What is to be thought of the moral effect of that kind of school discipline which whips a child or assigns him some disagreeable task for breaking a pane of glass, upsetting an inkstand, or coming late to school? Is the ruler or the rod the proper punishment for a pupil who loses his book, misses a lesson, talks too loud, or pushes a schoolfellow off the end of a bench? Did you ever know an instance in which by any form of bodily torture a lazy boy was made industrious, a quarrelsome boy peaceable, a mean boy honorable, or a mischievous boy quiet and orderly? The time has come for such a reform in school discipline as will free it from its arbitrary, illogical character and make it better accord with a sense of justice.

But to what extent can a discipline of consequences be applied in the schoolroom? Is it possible at all in the little world called a school to link together as cause and effect, punishment and offence as is done in the great universe in which we live? The answer is best given by examples. For all injuries to the school property, the natural punishment is its repair. When a boy has replaced the glass broken in a window, removed the cuts or stains from a defaced desk, repaired the palings knocked off from the yard fence, he has done about all that should be required of him. A pupil who has displaced the school furniture or cluttered the school-room floor, has paid the proper penalty when he has restored everything to its former condition. A pupil who plays on his way to school, may be denied the privilege of playing at recess or noon-time. One who idles away his time and therefore does not know his lessons, may be made to work while his schoolmates are at play in order to learn them. One who disturbs his school-fellows that sit near him, may be assigned a seat by himself. One who is quarrelsome, tyrannical, or selfish on the playground, may be detained in the school-room at play-time or given a recess by himself. The habit of using profane or vulgar language will be soon broken up, if the teacher require any one who indulges in it to remain apart from his school-fellows, lest his example contaminate them. He can say to one who has erred in this way: "You have used bad language and must remain in the school-room here with me while the other children play, for, of course, I cannot suffer innocent boys and girls to hear such words. I am sorry, but it cannot be helped." In the case of open disobedience to the teacher or incorrigibly bad conduct, it may

be proper to resort to force, or to dismissal from school. These examples do not cover all cases of school discipline, nor does what has been said exhaust the treatment that may be proper in any one of those mentioned; but as a whole they will serve to exemplify a kind of school discipline infinitely superior to that in use in hundreds or thousands of schools. It is rare indeed that a judicious administration of such a system will not secure order in a school, and what is more important, healthy moral growth among the pupils.

The advantages of a discipline of consequences over a system which involves arbitrary punishments such as whippings, tasks and bodily tortures, are beyond calculation. It is the rule of law in contrast with a rule of passion, caprice or blind volition. Such a discipline enables the teacher to remove in great measure his personality from his administration. Instead of a monarch governing according to his own will, he becomes a judge passing sentence according to law. He discards all personal feeling in punishing wrong-doers, but as the head of the school simply sees to it that those who violate the law shall incur the natural consequences of their acts. The discipline of force often leaves behind it a feeling of resentment. Some of us who were brought up under this old regime still feel the sting of the injustice done us; and it would not be difficult to awaken in our bosoms even now the spirit of revenge we once entertained towards masters who in their way were as arbitrary in their government and as tyrannical as Nero or Caligula. A discipline that makes the government of the school impersonal could not be attended by any such bad results.

A discipline of consequences in school prepares the way for a discipline of consequences in life. When a child reaches the age of responsibility he finds himself hedged about by a complicated system of laws. Order must be preserved in society, the state must be governed, and to secure these ends laws must be enacted. To the violation of these laws are affixed penalties designed to be just and to grow naturally out of the offences. Among these penalties are restitution of property, fines, imprisonment, death. The whole system of jurisprudence is as far as human wisdom can accomplish it a discipline of consequences. The state establishes and supports the school, and in return the school should train up good citizens. Its discipline therefore should be in accord with that of the state.

God rules the universe, and as far as we can see He rules by laws to which are attached as sanctions rewards and punishments. It is much to be a good citizen living in harmony with the laws of one's country; it is infinitely more to be a man living in harmony with the laws God Himself has stamped upon the creation. The school like the family should prepare for both, and a great step in this direction is taken when children are accustomed to a kind, considerate, but rigid discipline of consequences.

4. *The discipline of conscience.* From the discipline of consequences some steps higher bring us to the discipline of conscience. A school may be kept in order and made to work by a discipline of force; the same result with infinitely more satisfaction may be accomplished by management, a discipline of tact; not less effective in the same way and much more fruitful in moral results is a discipline of consequences wisely administered; but none of these methods of governing and training the young touch directly the moral nature, or go far towards promoting moral growth. A child may be forced to do right, may be managed into doing right, or do right in view of the consequences of wrong-doing, and still the fountains of his moral nature from which issue all that affects his higher life, remain uncleansed, unsweetened, a a stagnant pool ready to sicken and destroy with its poisonous waters. Conscience is the light God has placed in every human breast to enable us to know right from wrong—a monitor that gives us peace and joy when we have done our duty, and fills us with sorrow and remorse when we have come short of its requirements. Or, in the language of another, "Of the infinite counsels of the Eternal was conscience begotten. The law of conscience founded on the Deity is immutable, and like God himself eternal. What is right to-day ever was and ever will be right; and what is wrong to-day ever was and ever will be wrong." But the gift as it comes from the Divine hand is only a germ that requires quickening, culture, enlightenment; and the world has no task so delicate and difficult as that of directing its growth. All other education is introductory and may be carried on with comparatively moderate skill—this requires the hand of a master. Rightly conducted in the home, in the school, by the church and the State, and the land would be freed from misery and crime and the lost image of his Maker, after which he was created, would be restored to man.

The discipline of the conscience is the culmination, the fruitage of all lower kinds of school discipline. Indeed, it is the ultimate end of the school itself and the school life. The boy who recieves punishment in school must be made better by it, or the punishment is misapplied if not immoral. The mere suppression of the bad through fear should have as an end no place in school government. The teacher who studies to remove temptation to wrong-doing from the school room, to win his pupils to right ways by nice management, to make the whole environment of the school as favorable as possible to the purposes of education, must keep in view as the crowning object of his work the awakening and strengthening of the conscience. So, too, the great lesson to be learned from a discipline of rewards and punishments, the discipline of consequences, is one that concerns the eternal principles of right and wrong. A reward in school as in nature should be the sign and seal and measure of right-doing, and in like manner a punishment should be the sign and seal and measure of wrong-doing. The effect of the whole should be to lift up to a higher plane of life. The centre and soul of the work of every properly conducted school is the discipline of conscience. This is the pole to which every needle should point—this the *El Dorado* towards

which all efforts and all hopes should be directed. The teacher who knows how to touch and quicken the conscience of the young is a master of the educational art, for in this is involved all else in the line of his profession.

The teacher who would make conscience the guiding principle of school work must enthrone it as the sole arbiter and judge of all conduct. The straight line that runs between right and wrong must be clearly marked, and he who loses sight of it must be made to feel the rebuke that comes from the voice within his own bosom. As educators of the young, we err profoundly in not appealing more constantly, but always reverently, to that inner light which was given by God Himself to every human being wherewith to direct his life. We throw overboard our compass and expect to find our way. We break the rudder of our ship and vainly think we can continue our voyage in safety. We refuse to recognize God's finger-board in the soul or shut our eyes to its directions, and thereby become blind leaders of the blind. We have much to do with the intellects of the children committed to our charge; we make some attempts to direct their feelings; but, unable to touch the conscience with our unskillful methods, or wholly ignoring this deeply hidden but most important element of our nature, we are apt to leave them helpless to resist the temptations that beset their pathway, and fill the world with men and women, learned it may be, but without that clear sense of duty which guards the soul from danger, and is necessary to make life truly successful.

That a child may be trained to love virtue and hate vice, no one acquainted with child-nature can doubt. This kind of training, indeed, is the great object of the school. The school is the agent the State uses to make good citizens. But all moral training is mechanical —mere shallow formalism—unless based or springing out of an enlightened conscience.

The discipline of conscience, conscience-culture, is the most difficult part of the teacher's art. To conduct the process wisely requires the most profound knowledge of human nature and the rarest skill in using it for the purpose. Where hundreds succeed in other departments of education, only one succeeds in this; for be it well understood, no clumsy hand can touch for good the conscience of a child. It draws back instinctively within itself at the approach of the ungentle, the unsympathetic or the impure. Almost anybody may teach a child how to read, how to write, how to keep accounts; but it requires skill of a much higher order to train him morally in the way he should go; and such training is simply impossible to the rude, the selfish, or immoral. The conscience is the centre of the whole moral life, deeply seated, carefully guarded, highly sensitive, shrinking away at the touch of the profane, the very holy of holies of the soul; and none but a divinely anointed High Priest can enter within its precincts or minister at its altars. An appeal to the conscience of the child must be made through the conscience of the teacher. This is the only language which it understands, the only voice to which it will respond.

Moral precepts have a place in the discipline of the conscience, but a subordinate one. They may not reach their mark. They may lie cold in the intellect without moving the feelings or taking root in the heart. It is even quite possible for a complete system of ethics, like a complete system of mathematics, to exist as a content of the understanding and the reason, and the conscience remain a Sahara, dry and fruitless. It is examples of virtuous conduct, living acts of right and wrong, that touch the conscience and quicken its life. Nothing stirs the moral nature of the young like the story of men who have upheld the truth, defended the weak, relieved misery and distress, led lives of integrity amid temptation, sacrificed themselves for their country or the common good, suffered death rather than dishonor, or become martyrs to the cause of truth. Let our children go with Florence Nightingale as she ministers to sick and wounded soldiers; follow John Howard on his errands to dismal dungeons that he may bring a ray of light to the darkened souls of hardened criminals; listen to the brave words of Luther as he faces death before the Imperial Diet at Worms, "Here I stand, I cannot do otherwise, God help me;" or hear the Revolutionary patriot, Joseph Reed, spurn with indignation the proffered bribe —"Poor as I am, Great Britain has not money enough to buy me,"—and their hearts will begin to feel a thrill of moral heroism, and resolves will be made to act a manly, noble part in life. Biography and history may be so taught as to keep the hearts of learners ever turned upward, and the story of the Man of sorrows speaks as nothing else can to the conscience of the whole world.

The statement must now be made more emphatic that none but a conscientious teacher can administer in a school-room a discipline of conscience. As well might the dead undertake to arouse the dead. No pretense will answer, words will not deceive, hypocrisy will soon be detected; a teacher must love the right and hate the wrong, must have the courage to do right and avoid doing wrong, if he expects to make any progress in the moral training of children. No degree of scholarship, no skill in teaching, no tact in management, will suffice to so perfect the character of a child by quickening his sense of right and wrong, that it will permeate and control his life. For this the teacher needs intrinsic worth, pure as gold. There is a shallow morality, a morality of custom, a morality of form, that may come from a source less pure; but this is not the morality of which we speak, a morality that does right because it is right, because it is in accordance with God's will and Word and the voice He has implanted in our own souls.

The teacher's example, his daily walk and conversation, has a powerful influence upon the young of whom he has the care. We all grow like our ideals. The ideal of a child is the teacher he loves. On his soul is stamped the teacher's image, and the impression deepens day by day. Silently, unconsciously to either party, the teacher's life settles down upon the child's life and moulds it in its own likeness.

Without a spoken word, the example of the true teacher is a continuous sermon sinking into the young hearts about him and working marvelous results in forming character and shaping life. The great teachers of the world have not been its famous scholars, but those who by example, by word and deed, were able to influence for good the young of whom they had charge—those at whose magic touch all that is best in human nature is evolved and made ready to serve mankind, and to honor God. What rare men were Socrates, Comenius, Pestalozzi, Froebel! Dr. Arnold has done far more for England than Wellington; France could better afford to blot out the history of Napoleon than to lose sight of the work of Fenelon; Germany owes its greatness more to Stein and his schools than to Bismarck and his wars and intrigues; and here at home Horace Mann, the schoolmaster, has left an influence that will long outlast that of Daniel Webster, the statesman.

No excuse need be offered for dwelling at this length upon the character and results of the discipline of conscience as applied in the schoolroom. The times demand better moral training. Our schools have improved in order and in methods of teaching; but it is a question whether the great art of forming character in school has advanced to-day much beyond the point attained in years long by-gone. Is there not danger that in the working of our huge school systems and our vast school machinery, we are overlooking that individual training which alone can develop the moral nature? Grades and classes may be advantageous for intellectual instruction, but do they not crush the heart with forms rather than quicken it with life? Is not the individuality of the conscience so marked, its structure so delicate, that its tender chords can be struck only by the fingers of love in the quiet communion of teacher and pupil? But whatever the cause of the neglect, the times demand more effective moral training in our schools.

Conscience is sadly wanting these days in the marts of trade, in store and shop and office. Too few of our mechanics when left to themselves do an honest job for a fair price. Elements of shoddy are apt to be found in the clothes we wear, the houses we build, the furniture we use to make ourselves comfortable. The salesmen in our mercantile establishments are sometimes tempted and sometimes instructed to misrepresent the goods they handle. Sugars, teas, coffees, spices, are seldom exactly what one pays for. Wines and drugs are systematically adulterated, and deception grows rich by the manufacture and sale of spurious jewelry and articles made to counterfeit gold and silver. The man who is your professing Christian brother and worships with you at church on Sunday, on Monday morning will cheat you in his store, shop or office, without the twinge of a conscience that has grown callous under what he deems the necessities of business. Neighbors try to outwit one another in buying and selling, and sharp practice in making a bargain has come to be reckoned a merit, if not a virtue. Even the church seems to forget that Sunday morality will not answer for all the rest of the week, and that no one can be a true Christian who is not honest at all times, in every thought, word and deed.

Then, how common has become the disregard of public trusts. Every day we hear of frauds, embezzlements, and defalcations. Saving funds are robbed by their officers, banks are defrauded by their cashiers and presidents, even the money of widows and orphans is embezzled by those into whose hands trusting friends have placed it for safe keeping. Every penitentiary in the land contains numerous swindlers and defaulters and if all who have escaped to Canada and elsewhere were brought back the penitentiaries would hardly hold them. The failure of a firm like that of Grant and Ward, in New York, reveals a degree of iniquity that is hardly human—almost devilish. What a consummate villain a man must be to sit down and coolly plan the robbery of trusting friends! Corporations, big and little, all over the land, set traps to entice the money of the unwary, and when obtained use it to fill the pockets of the few who have planned them for that purpose. If the inside history of the frauds practiced in constructing some of our railroads, the water issued as stock, the unearned dividends declared for purposes of deception, the modes by which the management and their favorites grow rich while those who have in good faith invested their money in what they deemed an honest enterprise see it dissolve in worthless stocks or dishonored bonds, it would be enough to make one conclude that all honor and honesty had departed from among men.

But nowhere do deception, falsehood and fraud flourish so luxuriantly as in the domain of politics. Men who in the ordinary affairs of life scorn to do a wrong, will in a political campaign lie and cheat and defraud. The excuse is that the opposite party will do it, and they must be fought with their own weapons. That must be a dull conscience that finds a reason for wrong-doing in the wrong-doing of another. Is a lie any less wicked on election day than at any other time? Is a fraud made right because it secures the election of a political friend, or the triumph of the party to which we belong? It is lamentable to what extent our elections have become a matter of money. At every general election votes are bought by tens of thousands. Not long since one of the shrewdest politicians in this country, a man who had served as chairman of the central committee of his party in one of the great States of the American Union, told me that on an average there are ten votes in every election district throughout the country that can be bought for less than three dollars apiece. This awful fact would seem to indicate that our whole system of government is rottening at the core. And yet these corruptible voters have attended our public schools, have for the most part learned to read, write and keep accounts in them; but how terribly neglected has been their moral nature, leaving dead in their bosoms all love of country, all sense of honor, all the high obligations that grow out of a quickened conscience!

Thank God, there is a brighter side to the picture I have drawn. The dark side has been shown for the purpose of calling attention in time to the great necessity of better moral education for the youth of the nation. The Republic is not yet lost. Free institutions have not yet been overthrown. The diseases that afflict our social and political condition have not yet reached the vital parts of the body politic. There is still hope for the suffering patient, and my mission here is to press you most earnestly to make the discipline of your schools a discipline of conscience, in order that the rising generation may be so trained that they will become upright citizens and honest men. Remember that the chief function of the American public school is not to make scholars, but to send forth men and women who will be useful to society and in whose hands the free institutions established by our fathers may be forever safe. Where all vote, where all participate in the affairs of the government, where every hand is on the helm of the ship of State, universal education becomes imperative, with conscience as a central principle and a guiding light.

That accomplished Englishman, Archdeacon Farrar, in his "Farewell Thoughts to Americans," spoken in Philadelphia a few months ago, said: "America is God's destined heritage, not for tyranny, not for aristocracy, not for privilege, but for the schoolmaster." And I add, not for the schoolmaster as an accomplished scholar or as a skillful instructor, but as a man full-grown morally as well as intellectually, a man whose life is a concrete Gospel, a living system of ethics, whose eye can reach deep down into the hearts of the young committed to his care, and if he should find, as he will, at least a spark of good in the most unpromising child in them, whose skill can fan it to a flame, and who can so teach that the conscience will come to be recognized as God's highest and best gift to the children of men, and that to deaden it or to violate its dictates is to commit eternal suicide.

PLACE OF MEETING.

The committee on selecting a place of meeting for next year reported, recommending Clearfield, which on motion was selected by a unanimous vote.

On motion, nominations for Executive Committee were reopened, to place Supt. B. C. YOUNGMAN of Clearfield on the list.

Prof. M. H. RICHARDS, of Muhlenberg College, then read the following paper on

THE RELATION OF THE COLLEGE TO THE PUBLIC SCHOOL.

To discuss the relation of the college to the public school with anything like completeness, or with properly conditioned expression, within the time allotted to this paper, is somewhat like essaying to tell the history of the world in five minutes, or master the violin in ten easy lessons without an instructor. But as any apologetic introduction would tend only to limit us still more, we will plunge in at once, content with this preliminary reminder.

Historically, the relation of the college to the public school is that of antecedent to consequent. The college existed first, with chartered rights and privileges and reasonable expectations. In case of conflict, let that be remembered and its priority of claim be at least respected. The college stands however as a workman who takes up material produced by others, and advanced beyond the stage of raw material. It must have, and it had, schools of a lower grade whence it obtained its students advanced to the standard of its conditions of admission.

In that older system of things there were private academies, parochial schools, and the like. Some were the results of individual enterprise, some were provided by local patrons; some were for day scholars only, some were boarding schools. Certain rod-bearing dames of uncertain age usually taught the young idea its alphabet and spelling-book, while a master, a college graduate, forwarded the budding mind in the classical languages. The goal to be reached was admission into college; other than that there was no graduation. The boy not intending to enter college, just dropped out. The college itself in many instances had also its academy or preparatory school connected with it, for furbishing up the deficient, or for furnishing the opportunity denied at home. Here then, to be brief, was a homogeneous system, however imperfect, which provided a regular promotion from school to school, from the A B C of the beginner on to the A. B. of the graduate. It made no provision for the scholar not intended for college except that he could go along as far as he wished or could, and then drop off—perhaps all the provision that any other system could make, after all. Classical learning predominated in this system, but fair proportions of mathematics, history, rhetoric, geography and the like were on hand, It was mainly what one might call a "gentleman's education." It attempted little or nothing of that which was to be taught subsequently at the college, but shaped its course according to the requirements for admission there. Its teachers were loyal to the college, had come from its classes, were imbued with its methods, looked to it for recognition and recommendation and preferment.

When the public school began to assert itself and became more than a primary or an ungraded school, and, in our towns and cities, placed the high school at its head, then these academies passed away for lack of patronage. Taxables very reasonably preferred a school equally as good as the private one, without additional cost, and sent their children to it as a rule,—the exceptions resulting from whim, from certain prejudices, or conservatism, or the unruly character of their offspring.

The result of this movement was to leave the college without visible feeders, to dry up its tributaries, and make it dependent largely upon a system which did not take it in to account, but which proposed to finish its own course, and therewith graduate its own pupil, with or without an academic degree.

The present relation of the college to the pub-

lic school is, therefore, one simply incidental or accidental. While our colleges do receive students who are graduates of the public school system, it is not because that system plans it or arranges it, but because in the nature of things one stops at about where the other begins. It is precisely as you find it when you leave the train upon one railroad corporation which "does not connect" for the train upon the hostile system which goes out about that same time—or as if you crossed a field from one roadway to reach another which did not open into the one first pursued. The result of this is a disadvantage to the college, and to that part of the community (usually a part that *pays* its school tax, as well as has it assessed against it) which patronizes the college.

The public school aims at doing the best it can for those who are to be taught in it—the greatest good for the largest number. To do so, it must ascertain between what ages this largest number will attend, and what, under the circumstances, is the best to be done. It seems to be thought that some knowledge of the sciences, a taste, so to speak, is desirable. This same practice runs up to a larger development in the high school. Thin books on the "ologies," condensed treatises on higher mathematics, outlines on history, find their place therefore in these places. As there is no way of making the days longer than nature has decreed, the time spent in these is taken from other studies, and the danger is that either the pupil is forced to the peril of health, or the subject very superficially treated. Thoroughness is the one requisite for a successful college course, and its being imperiled is not compensated for by the little knowledge of scientific studies which are to be pursued again in elaborate detail. So far, therefore, as the public school is viewed as a feeder to the college, it is evident that, while by no means hostile in intention, the lack of any positive relation of the two systems produces sundry hitches. The scholar comes up from one to the other over-prepared in some things, deficient in others, and thinking that he knows much more than he does know in still others.

Again, he is a graduate, has a diploma. It may seem a little thing, but little things are often determining causes. The fact that he has reached an objective point determines some young men or their parents to make it a final point. Their education is completed, and they never go to college at all. Just when a little more study would ripen them, they are picked off the tree to mellow as best they can upon the voyage of active life.

The patronage of our colleges is cut down in another direction. (You will please remember that I am not complaining, but simply stating facts.) By the establishment of Normal Schools, which aolng with their Normal work act as high schools for the district in which they are located, many young persons whose education would be carried on at a college are drawn away, and, of course, all who have teaching in view for a profession or for a temporary expedient. On the other hand, some prepare for college at these schools and are subject to the same difficulties as at other high schools, or else subject their professional fellow-students to the same drawbacks. Increasingly the teaching force of our schools comes from the Normal School, and not from the college; increasingly therefore the spirit of the public school is to round out its course for itself, to undervalue classical training, to expand the course in scientific and manual directions, and to reach out toward supplanting the older College system, or bring it into subjection. This seems to me to be the logic of events, regardless of any judgment upon the right or the wrong of it, which I do not consider to be my task to set forth here and now. To sum up, therefore, the present relation of the college to the public school is that of two personalities which are neither friendly nor hostile. Both have certain lines to trace out, both have legitimate callings therein: these lines intersect at a certain point, and when that point is reached, there must be either friendly concert of action or antagonistic results. It seems a pity to have two rival lines established, parallel routes, where one is fully capable of doing all the business, and has been doing it well and cheaply.

This consideration justifies us in throwing out some hints as to what the relation of the college and the public school ought to be.

The American college is an institution resting upon endowment. Its tuition fees are very small, or absent altogether. It is supported by the gifts of individuals far more than the fees of students. These gifts have been invited by the State in chartering the institution, and the State is morally responsible that no breach of trust take place by the establishing of rivals which, being subsidized from public funds, have an unfair advantage. Again, our colleges are religious institutions as a rule, under the direction of some religious denomination. In the course of study, and in all the influences brought to bear upon the student, deliberately and avowedly he is taught the religious views of that denomination. He ought so to be taught. A man cannot be religious in general without being religious in particular—at least not particularly religious. But this is a function the public school system cannot perform any longer with the students of advanced years, in most cases now also removed from parental control. Again, it is unnecessary that the State should waste money in establishing supernumerary buildings for that which is already being done, even if public policy adjudged it were right to carry our system of education by taxation any higher than at present.

In a word, all reasons point to a cessation of the public school just where the college system begins. Why not then effect a junction? Is there any essential difficulty in so doing the best for the youth who will stop with high school graduation, as not to hinder or impair the onward progress of that other youth who will go on to a college graduation? I do not believe that there is, and could, if time allowed, cite in proof the harmonious relations existing between our high school here (Allentown) and our college, and the friendly relations between the same and our neighboring Normal School (Kutztown). Again, with what great benefit the graduated teacher might avail himself in the intervals between school terms of such courses

as our colleges could arrange for him—advanced courses beyond the scope of the Normal School, but not beyond the range of study proper for a teacher, who ought never cease to be a student. Might not a colloquium upon this subject between the authorities of the public school system and the dignitaries of the college guild, a free exchange of thought and opinion from the standpoint of good citizenship, yield good fruit? Let us hope that the future will reverse the past. The college was, historically considered, the antecedent, and the school the consequent; may the future reveal to us the school as the antecedent in the training of those whose consequent course shall be the college, then the professional training, then a useful, thoughtful life.

Supt. BALLIET: Too much is said that has a tendency to impress the pupils in our public schools that the so-called "graduation" is a sort of finishing-up process. The same effect is produced by the "diploma" given on finishing the graded course in some country schools. Pupils are apt to imagine that when they have received a diploma of any sort their education is finished—whether it is given by a business college or a high school, or by Yale or Harvard. The proper relation of the college to the public school is best found by reference to the common purpose of both. Both should realize that they have a common interest and object, and that when they do not work in harmony there is something wrong in one or the other. The most friendly relation should exist, and the work of the one should be adapted to that of the other, so as to constitute one orderly process of development. Both must recognize that neither is perfect—that unless education is five-hundred years ahead of all other movements, there is a fertile field for study in its unsolved problems. We have much to learn of the educational value of each branch of instruction—the classics, the natural sciences, etc.—and this can only be estimated by studying the nature of the soul to be developed, and the objects of thought with which it is brought in contact. The school and the college, working together, must take the child from its mother's knee and lead it to the door of the university; and to do this well we must study the effect on growing mind of the acquisition of the various symbols and modes of thought and expression.

The following preamble and resolutions were offered by Mr. H. H. Brownmiller, of Frackville, Schuylkill county, Pa., and on motion referred to the proper committee:

WHEREAS, The interests of common schools in this State, which the laws have in some measure confided to our care, are the paramount interests of the State; and

WHEREAS, The main object of our State Association is to improve our system of public instruction, encourage unity of sentiment, to give importance and dignity to the teachers as a body, by strengthening the bonds of a common union, and feeding the lights of knowledge with the oil of a pure intelligence; therefore, be it,

Resolved, That the Executive Committee of the Pennsylvania State Teachers' Association hereby offer a premium of twenty dollars for the best original prose essay on any subject connected with practical education; also, a further premium of twenty-five dollars for the best original poem of not less than one hundred and fifty lines, on any similar subject.

Resolved, That any practical teacher in this State may compete for either of the premiums, and the successful competitors be expected to read their productions at the next annual meeting of the Association, and furnish a copy for publication.

Resolved, That each manuscript be folded in a sealed envelope, with a fictitious signature attached, and the real name and post office address of the author enclosed in another envelope, with the fictitious signature on the outside of the same, so that the name of each author shall be concealed.

Resolved, That the envelopes of the successful competitors only be opened, and the result announced at the annual meeting.

Resolved, That the essays and poems be forwarded to the Executive Committee on or before the 30th of May, to be submitted to an examining committee of three, not competitors, to be appointed by the President of the Association.

Resolved, That, if, in the opinion of the committee, no essay or poem shall be sufficiently meritorious, then no award shall be made.

MEMORIAL ADDRESSES.

Memorial Addresses being next in order, Prof. I. S. GEIST, of Marietta, read the following tribute to the memory of Prof. J. V. Montgomery:

J. V. MONTGOMERY—IN MEMORIAM.

Ladies and Gentlemen of the Penna. State Teachers' Association: At our annual gatherings from time to time in the various parts of the State for both profit and pleasure, there are those who become members one year and are thereafter seen no more in this organization. Not so with those whose familiar faces greet us on each returning season, and whose earnest voices mingle with our yearly discussions on important subjects. Were Dr. Wickersham, Dr. Brooks, Prof. Houck, Prof. Woodruff, and others like them absent from a single meeting, it would be regarded remarkable, indeed.

Some of these and others are not with us to-day in our council—those to whose discussion we have often listened with much pleasure and profit. They have been called hence, to dwell with the blessed. A brief sketch of the life of one of these I am about to give. There is hardly anything more inspiring and more animating to me than to see and hear an earnest, warm enthusiast in his profession, one who throws into his labor all the energy and vigor of life; who would sacrifice pleasure, ease and comfort, and even health, to advance the objects of his profession. Such an individual I found in Prof. John V. Montgomery, to whose earnest appeals for the advancement of his specialty, the members of almost every County Institute in this great Commonwealth, have frequently listened with delight.

The hero of war needs no eulogy pronounced on him when he leaves this world. His brilliant and courageous deeds impress on the minds of his countrymen his biography. These deeds call forth the sympathy and admiration of friends and foes, and loud praises are echoed and re-echoed from every hill-top and through every valley until the whole land is filled with commendation and praise for his valor. Every soldier in an army—yes, every man who bore arms in the war—has his private associates of admirers, and by these are the reputation of the officers, the representatives of the soldiers, extended until the widening circle of praise embraces a whole nation, until the biography of the hero is impressed upon the mind of almost every schoolboy in the land. Not so with the teacher: he may do acts and evolve thought

equally as great and perhaps of as much or more importance to his country and to posterity; yet his praise is limited to a few of his intimate friends and associates, and after death the actor will soon sink into oblivion.

Prof. Byerly, in speaking of the subject of this sketch, said: "The life of a teacher is a life of routine—a dull, level plain with little of variety or salient points. What is adapted to the class of one year, is adapted to that of the next. The live teacher, ever on the alert for what is practical in the new, is very loth to relax his hold upon what is good in the old. Thus it is that the life of our friend presents but little that is striking. His was the even flow of the broad river, through a long stretch of country, so gentle as to be almost imperceptible, yet so powerful in its very gentleness as to carry with it whatsoever is brought upon its surface and within its influence; carrying on through the diversified scenery, to ever-increasing knowledge, to ever-widening views."

Prof. John Vogan Montgomery was born November 13, 1834, in Mechanicsburg, a small village in Upper Leacock township, Lancaster county, Pa. He was the second of four sons; his father, Hugh Montgomery, was a native of Ireland, who emigrated to this country with his parents when quite young. He was genial and kind-hearted, for which the people of that nationality are so much noted. The mother was a good, pious Christian, having been brought up a strict Presbyterian, which faith she instilled into her five sons. Fortune, in a pecuniary sense, never smiled on this family; hence the subject of our sketch, like many another of the best educators of the land, was compelled to gain an education without pecuniary aid from home.

As a boy he was noticed and praised by the neighbors, for his studious habits and for his indefatigable perseverance. As a pupil at school, he was a model in deportment, and by it gained the respect and esteem of his teachers and his schoolmates as well as the admiration of the school officers.

When quite young—a mere boy—he taught with much success a subscription school in his native village, and that fall, when the schools were to be allotted, young Montgomery was an applicant. The School Board were about to reject him on the ground of his youth, but Mr. Benjamin Rohrer, a member of the Board, who had carefully watched the young lad's career, plead for him, and agreed to be responsible for the success of the school if the applicant were employed. He was employed, and his success proved the sound judgment of Mr. Rohrer.

In the fall of 1854, when Dr. Wickersham, then county superintendent of schools, held his first examination in that district, young Montgomery was ill, but was advised, when well, to be examined privately at the office of the county superintendent. Several weeks after, he entered the office, ready for the ordeal, but found Dr. Wickersham absent, no one there except Dr. Thomas H. Burrowes, who gave him an examination, and advised Dr. Wickersham to give him a professional certificate, noting especially his excellent penmanship. This was done.

In the summer of 1855 he attended the Normal Institute at Millersville. This was the first acquaintance the writer had with him, and it ripened into a warm and lasting friendship. In the fall of 1855, Dr. Wickersham, in visiting his school, was so well pleased with his skill in teaching penmanship, that he employed him as instructor in penmanship at the Normal School at Millersville. This position he held until 1858, when he married Miss Sallie T. Wickersham, sister of Dr. J. P. Wickersham, and a teacher of grammar at the same institution. He then took charge of a school at Chestertown, Md., but in three years returned to the Normal, and became principal of the Model School, which position he held until 1874. When penmanship and drawing were constituted one of the departments, he was elected to this chair, which he held until last summer, when ill health compelled him to resign. With the faint hope that the western climate might again restore him to health, in August he and his son Eugene went to Denver, Colorado. But, alas! it was a vain hope—there was no help for him. On the 28th of October he departed this life in Denver, and on the following Sabbath a large concourse of friends received his remains at the Lancaster depot, and in solemn procession escorted them to the cemetery, where amid the deepening twilight and the gathering gloom of night, with the impressive Masonic ceremonies, we laid him to rest.

Thus, in the midst of his earnest labors, passed away one of Pennsylvania's noblest and most conscientious teachers.

Time will not permit me to speak more fully of the worth of this, our co laborer. The works which he left with us speak for themselves, and of his silent Christian work it may be said, "Well done, good and faithful servant."

I can hardly realize that we shall never again behold his pleasant face, and hear his animated voice in this Association, at whose meetings he was a constant attendant for many years, always taking an active interest in its deliberations.

Let us trust that he has gained a far greater reward than all the earthly rewards that could have been conferred upon him.

Supt. CHARLES LOSE, of Lycoming county, read the following tribute to the memory of Supt. Chas. S. Riddell:

CHAS. S. RIDDELL—IN MEMORIAM.

Chas. S. Riddell, late Superintendent of Lycoming county, was born at Susquehanna Station, that county, in 1850. He received his education in the public schools, at Dickinson Seminary and at Lafayette College. He taught for a period of ten years; at first in the common schools, and then in the Lycoming County Normal School, as its principal. He was married in 1877, elected Superintendant in 1881, re-elected in 1884, and, during his second term of office, and in the thirty-fifth year of his age, he was killed by a fall.

His parents dying while he was yet a child, his care and training fell upon an aunt, who reared him as she would have reared a child of her own. As pupil at school and as student at college he was noted as the possessor of an exceedingly tenacious memory and a quick perception of facts and principles. During his Sophomore year a change in his fortunes compelled him to quit college to earn a livelihood. In a community where lumbering was the chief occupation, and where every laboring man who was industrious had work at a fair compensation, he soon obtained employment. His skill at all manual labor, his quickness with figures, his honesty, and his strict business habits, soon won for him the trust of his employers, who paid him well for his services.

He began teaching while yet a mere boy, and into this profession brought all his talents. As a teacher of most of the common-school studies he had few superiors. His wonderful memory enabled him to illuminate a subject with supplementary facts and illustrations until the pupil viewed it in a strong light from every side. He could teach reading as few

trained elocutionists can. He was not a strict disciplinarian—his nature unfitted him for being such; but his pupils loved and respected him too well to disobey him. He delighted to develop his students, even when done at the expense of the book. He made men and women of them; taught them, by precept and example, to be polite, moral, upright and pious; instilled into their minds a love of learning for truth's sake; and, by every means the born teacher knows, broadened their intellectual horizon until they saw the true end of education. He was the most patient of teachers—always finding something to commend. The bright pupil was rewarded for his brilliant recitation; but it was the dullard, who knew that his teacher loved and sympathized with him in his discouragement, that was always certain of some kind words. Could all those who ever came under his influence as an instructor be brought here together, not one amoung them could be found who does not reverence his memory.

What he had been as a teacher he became as a Superintendent; honest, faithful, conscientious, painstaking. The teacher, striving patiently at her discouraging task far away on the mountain side, among her few little ones, knew that she would receive a visit from him, and was strengthened in her well-doing by this faith. It was not in educational meetings or public gatherings that he did, or cared to do, his greatest work; but in the school room, teaching classes, introducing better methods, encouraging teacher and pupils, freely advising patrons and directors, was where he loved to be. He was undoubtedly a successful Superintendent. He raised public-school sentiment to a high level in those districts where it was at its lowest ebb; he met and conquered men who where bitterly opposed to the office of County Superintendant; he improved the condition of the teachers, strengthened the hands of directors, and assisted the people in their struggles for better schools. Let him who wishes to know his real merit as a public officer, visit some of the poorer districts of Lycoming county, and learn in what estimation his real work was held there. Let him visit the homes where the hard daily toil brings the scant daily bread, and ask these people what he did for their children, and he will come away pondering the problem how in a few short years so young a man could so completely win the love and loyalty of the people. No public officer the county has ever had was more honored and respected, and none have been more worthy of that honor and respect.

As a man Chas. S. Riddell stood above suspicion and without reproach. He was quiet and unostentatious in his dress, polite and gentlemanly in his manners, upright and steadfast in his morals, and a thorough Christian. He was hospitable and sociable to a high degree, generous to a fault, a devoted husband and a kind father. He despised the ordinary political methods, but his memory for names and faces, his social qualities, his unpretentious ways, and his uncommon ability to make and keep friends, made him invulnerable in his position. He could talk intelligently on all the practical affairs of life and was a welcome visitor in all homes. He died as he had lived, a Christian.

This brief summary contains the biography of a man who, in his short life, did more good than many whose names have come down to us in history. At his funeral thousands gathered to pay their last respects to one whom they admired, honored, and loved. What other profession could have offered to this man such possibilities of inscribing his memory in the hearts of a grateful people?

Supt. D. S. Boyer, of Snyder, read the following memorial of the late Superintendent William H. Dill:

WILLIAM H. DILL—IN MEMORIAM.

Major Wm. H. Dill was born in Warwick, Orange county N. Y., August 26, 1841. He attended the Warwick Institute until the age of sixteen years, when he entered Rutgers College, New Jersey, over which Hon. Theodore Frelinghuysen presided. From this institution he graduated with high honors. Immediately after his graduation our country was agitated by the civil war, and a sense of duty impelled him to enter the military service. He was one of the first volunteers, and entered the service as an orderly sergeant of the 124th N. Y. volunteers. He participated in many hard-fought battles, among which was the memorable battle of Gettysburg.

He was appointed first lieutenant of U. S. infantry and was soon promoted to captain and then to major. He displayed great gallantry while in the service, and continued in the field until the close of the war. He then returned to Warwick where he remained a short time, going afterwards to Middletown, N. Y., to engage upon the study of law. But he preferred teaching, and applied to a New York teachers' agency, where I had an application on file for a competent instructor. A correspondence ensued which resulted in his employment, and he arrived in Freeburg Feb. 22, 1867, an entire stranger, having in his possession a diploma from one of the best colleges, recommendations as to good character, and an honorable discharge from the army of the United States.

The evening of his arrival, he appeared before a large audience (which had assembled in the Freeburg Academy to celebrate the anniversary of the birth of General Washington) and made his first address to a Snyder county audience. All that heard him were captivated by his presence and the power of his eloquence. From that day his star was in the ascendant. Professorships in colleges, Normal and high schools were tendered him, with increased salaries, all of which he declined, preferring to remain with the people of Snyder county to whom he had become strongly attached. During his connection with the Freeburg Academy it attained its greatest popularity. He prepared a number of young men for college, and some of his pupils now adorn the learned professions; law, medicine and divinity. Four of his pupils have served as County Superintendents, and two of them are now in office. Others are useful citizens in the various walks of life. He completed his law studies about ten years ago, and was admitted to practice at the bar of Snyder county, but he never relinquished his chosen profession of teaching.

In May, 1884, he was elected County Superintendent of Snyder county, and proved to be the "right man in the right place." His death was a serious loss to the cause of education, for he was the grand central figure in the common school cause of our county. It left a void that is difficult to be filled. He will be sadly missed in every sphere of life and usefulness in which he moved. We meet no more the intelligent and courteous gentleman, the generous and warm-hearted friend the benevolent and wholesouled philanthropist. Those who had the pleasure of his acquaintance were attracted by the suavity of his manner and captivating disposition. His memory will ever live in the hearts of all who knew him. His duties as a County Superintendent, and teacher, he discharged faithfully, and zealously, and with scrupulous exactness. Throughout the last year of his life, though a constant sufferer from ill health, he was unremitting in the discharge of his duties

Last July, when he had just recovered from a spell of sickness, and when rest and a total suspension of his official duties were required of him in order to regain his health, he attended the session of State Teachers' Association at Harrisburg, and, during that heated term, was among the first arrivals, accompanied by his daughter, who is one of the teachers in our county. I shall never forget the cordial greeting he gave me on my arrival in the afternoon of the first day's meeting. He attended all the sessions and took a great interest in the proceedings. The previous year he went to Meadville, traveling a great distance to attend the meeting of the Association, and on his return expressed to me the great pleasure he derived from meeting so many of his fellow County Superintendents, and other distinguished educators of the great Keystone State.

When disease had settled upon him, that must in the end prove fatal, he waited patiently. Not in idleness, but attending to his official duties more than his strength permitted. During the summer of 1884 and 1885, he conducted two six weeks' sessions of free Normal instruction. The first session was attended by 115 teachers, the second by 120, several more than we have schools in the county. His failing health during the summer of 1885 would have excused him from this work, but the love for his chosen profession, and an intense desire to advance the cause of common school education in our county, in his estimation prescribed no limits to the obligation he had assumed "*that he would perform all the duties of his office honestly, impartially and diligently, to the best of his skill and ability.*"

His struggle with disease drew out the full sympathy and admiration of all who knew him. He was calm and collected in the presence of death. He knew before he was called away by many memorials and consoling messages from school directors, teachers, students and friends, that he was held in very high esteem by the people. The day of his funeral was like a day of household affliction. Never within the history of our county were so many of its citizens assembled to pay the last tribute of respect to the memory of a deceased fellow citizen. His peaceful and serene countenance bore in death no trace of months of patient suffering. In the afternoon a memorial meeting was held in the church at Freeburg. The attendance was large and the deepest sympathy prevailed. It was unanimously resolved to form a Major William H. Dill Memorial Association, whose object it shall be to raise funds to erect a suitable monument to his memory.

In the grateful hearts of the people with whom he mingled for nearly twenty years and among whom he labored so sucessfully as a teacher, his name is commemorated with signal honors. The Post of the G. A. R. and Sons of Veterans, school boards, literary societies and attorneys at law, passed resolutions of respect to his memory.

We can learn many useful lessons from the life of this noted teacher. He never envied any man his success, and there are few who envied him his honors. He had strong attachment for his friends. He never deserted a friend, and he had that charity which was slow to believe the tale of wrong. No honor was conferred on him by mere good fortune, or through caprice. Individual merit was the secret of every promotion that came to him, whether as soldier or as teacher. Nearly all his birthdays were celebrated by the presentation of some valuable token by his students or admiring friends, and these tokens are now valued by his family as precious legacies. As an orator, his fame was not confined to Snyder county. His addresses before literary societies, teachers institutes, Sunday-school celebrations and other assemblages, in different parts of Pennsylvania and adjacent States, have added lustre to his name. He possessed a strong, clear, musical and well-trained voice, of which his auditors never wearied. He believed that a well-trained voice was one of the teacher's most potent qualifications.

Rev. Mr. Spangler of Port Royal remarked in his funeral oration: "I have been in his presence when he taught. I saw him start a class in Latin. The explanations he gave and the way he simplified the rules so impressed me, that I believed that his students could learn more in half-an-hour than I learned in a month by the old method. He had special tact. He had no hobby. He was a symmetrical man. He was equally good in all branches. He was what scholars term 'a round man.' He had the tact to impart instruction, and the ability to inspire young men with courage, from the fact that in him they had a friend, and every aid that was necessary. As you feel on a boat the motion and strokes of the engine, so his pupils felt his tact and skill in imparting knowledge, and his pure and profound sympathy for all who were struggling to acquire an education."

Rev. Mr. Wampole, of Freeburg, said in his funeral oration: "A brave, noble, and truthful soul has gone to his rest, and his works do follow him. He discovered the calling for which he was created, and then labored faithfully and zealously in his noble profession. It was his glory to be in the schoolroom. He possessed all the qualifications to make a successful teacher. You did not know him by seeing him occasionally. It was only by becoming fully acquainted with him that his worth became known. As a county superintendent he was faithful and successful.

Being myself intimately associated with him since February 22, 1867, in educational work, his death has cost me many pangs of heart and much genuine sorrow. I feel it in all its freshness by being appointed his successor and by the place and presence in which I now stand. I realize that a just and good man, one who in the highest decree enjoyed the confidence and esteem of the people, a ripe scholar, a man of great literary attainments, of cultivated mind, carefully and classically educated, has gone to his reward. I know the purity of his mind, the benevolence of his heart, the honesty of his purpose, and the high character he bore in all respects. He had qualities of heart which no bad man can possess.

"None knew him but to love him,
None named him but to praise."

None will feel his loss more keenly than the partner of his bosom, and the three children of his love. The place of husband and father is vacant. In his home the desolation of his absence will gather like a deep gloom. There the sorrow will continue. His home was the strongest attachment for him on earth. When abroad, he yearned to turn his face homeward. It was a great gratification for him when the labors of the day were ended to enjoy the quiet happiness of home in the midst of his loved and loving family circle. The last night he lived, as his faithful wife raised him from his pillow for a short time, and then again placed his weary head upon it, he said, "Oh, how sweet to press the pillow of the humble cottage bed!"

His last official visit was to the two schools in the Independent district, December 28, 1885. His last, grandest public effort was in Boyer's Hall, at the opening of the musical convention in January, 1885, when many in the large audience were moved to tears by the power of his eloquence and the attachment he expressed for his tried and faithful friends,

and the desire to live and die in Snyder county, and that his body might rest within her borders.

His wish is gratified. He died in the harness, fully conscious of the great change coming, offering his last prayer several hours before his departure in the presence of his faithful wife, expressing the desire that they might meet around the great White Throne. He died May 1, 1886, aged 44 years, 8 months and 5 days.

"Mark the perfect man, behold the upright, for the end of that man is peace,"

Dr. BROOKS said he had been deeply impressed by these appropriate exercises, in memory of three faithful, conscientious, noble-hearted teachers who have been laid to rest, to meet with us no more this side the river. Though no column of granite is erected to their memory, such teachers live in the hearts of their pupils, and it is most fitting to manifest our love and appreciation as has been done here to-day, in laying our garland on these newly-made graves.

At the close of the memorial exercises, Association adjourned to 8 p. m.

WEDNESDAY EVENING.

TWO songs by Miss HELEN BOICE opened the session, after which Dr. Franklin Taylor, of Philadelphia, introduced Prof. GEORGE A. ASHBURNER, of the State Geological Survey, who spoke briefly on

THE STUDY OF GEOLOGY.

Among the sciences that are making their way into the schools, geology should find a place; and Allentown is not an inappropriate place to bring its claims before this body, since this city, and indeed this whole region, owes its advancement to the development of its mineral resources. In these days of advanced methods of instruction, when the text-book is only a guide to the accomplished teacher, who depends upon his own resources for matter of interest and utility to his pupils, we should be alive to the importance of the study of the world about us. Agassiz, after fifteen years' work in America, said the most gratifying result he had attained was the teaching of five young men how to observe facts and from them interpret truth; and in geology you will find one of the most interesting and fruitful fields of observation, besides being one of the best disciplinary studies. It is not so difficult to make a beginning in this study as many suppose. [The lecturer illustrated by a blackboard drawing, showing the geological formation from Allentown to Wllkesbarre.] You will find this study valuable as a general educator, as a special educator, and in Pennsylvania especially in its direct bearing upon material advancement. From this last practical standpoint alone, it would pay to put geology into the schools; the cost of so doing could have been paid many times over from the millions that have been wasted in searching for minerals where they could by no possibility be found, which fact would have been plain to any one with any knowledge of the science. The subject is not an intricate one—any intelligent person can understand all of it that is needed for school use, and every child in the secondary grade, properly instructed, could comprehend the elementary principles of geology. It is a shame that Pennsylvania, whose mineral product is twice the value of all the gold and silver produced in the United States, should neglect the education of her children in this subject. The study is profitable, it is disciplinary, it is elevating—for God made the earth, and the study of His works must do us good. Our hope is that by presenting this subject to enlightened teachers they may become interested and introduce it into their schools. Let it but gain a foothold, and the results will speak for themselves.

AN HOUR WITH THE INDIANS.

The class of pupils from the Carlisle Indian School was then introduced, and Capt. R. H. PRATT prefaced their exercises with a few remarks:

The American nation has been kept in the dark in regard to these Indian people in part by the class represented by Buffalo Bill, who goes about the country trying to *Indianize* the Indian. It is the desire and hope of those engaged at Carlisle and similar schools to introduce the real Indian to our people—to get him to emigrate to America and become a part of us. Having no means of bringing them all, we have started in a small way to give them a chance to see us, and us to see them, that each may forget their fear and hatred of the other. This plan, feeble as it is when compared with the needs of the work, has been a success. Everywhere we have been met with a friendly welcome—by State officials, and especially by Superintendents and teachers. These children were taken as they came, the worst with the best, and we have been successful with all. They see that there is a chance for them; and we see that, given the same chance as others, they will soon become one with us. We must no longer allow the vile men of either class to stand as its representatives before the other, but give the remaining 260,000 of these people assurance that we mean well toward them, and want them to be citizens with ourselves. Let them once feel the truth of that, and we shall have no more Indian difficulties.

The class selected for these exercises consisted of eight boys and eight girls, of different ages, some of whom have been at Carlisle six years, others but two years. The

programme consisted of recitations in arithmetic, declamations, reading, writing on the blackboard, and one original speech by Luke Phillips, a Nez Perce Indian, as follows:

My life began in Idaho Territory, in a very humble home. I was early made accustomed to dangerous places. My father, brother and sister died long before I was able to do anything. For a long time, mother and I lived together, poor yet happy and contented. My mother earned a living by washing clothes. After I was ten years of age I began to help my mother in getting a living, not by working on the farm, but by breaking wild horses. I will tell you one of my first rides on a wild horse. It was just a year before the war with my tribe (the Nez Perces) broke out. One day a man brought a wild horse and said if I could ride and tame this horse he would give me a nice colt. I told him I would, but said, "I will see mother first." I went home and told my mother about it. But she said it was very dangerous. Well I wasn't discouraged, I thought I would try the first chance. That night I could not sleep at all, that beautiful colt was so fixed in my mind.

One day I went to see the men branding horses. This man who owned the horses said, "My boy, will you try now?" I told him I would. It was a chance for me, and I thought mother would not care to come into such places. They caught the horse and tried to get me on its back, but every time she jerked I fell off. At last they got me on, tied my legs with a strong strap, so that I would not fall off; then they let the horse go. At first she gave me a hard shaking, but soon she got over it, and very soon I could turn her any way I wanted. Finally she became very quiet.

In the year 1877, I was then just eleven years old, a war broke out with the Nez Perces. Chief Joseph camped seventy or eighty miles off; murders were going on, so that no one dared to go far from home. Mother and I were with the small band of Nez Perce who separated from Chief Joseph's band and said they would not fight. Our camp was in the low place, on each side a hill, and a river on one side. One bright morning as I was watering my horses, I looked up the hill, something glittered, and very soon the soldiers with their guns marched down to us. Our chief and interpreter met these soldiers and shook hands with them. As the Indians were packing up their horses, a heavy fire was poured into our camp. Indians scattered every way. Mother and I on horseback galloped along the steep hill close to the edge of the river. Shots were heard close, as if they were coming after us, bnt we could not turn back or go forward, because the high hill and the river met. Mother said, "Let us swim across the river." Here for a few minutes we took saddles and packages off; the gun-shots seemed at our backs when we went into the water.

At first the horses could not go, but we kept whipping them, and when we got into the middle of the water my horse began to jump, so that I was knocked off There was a cataract below. The river was flowing swiftly and the waves sometimes were over my head. I was just about to sink when a colt swam right beside me; I caught her and rested one of my arms on her, but when she was almost down I held her up. Finally we came to the shore, about three or four rods from the cataract. I was pleased with the colt that saved me from being drowned.

After this, mother and I joined Chief Joseph's band on the march to the East. Near the Bear's Paw mountains in Montana, our camp was in the valley; a small creek ran through it. About 9 o'clock in the morning as the Indians were getting ready for the journey, at first one, two, three, then hundreds of soldiers were seen galloping down the hill. I was just saddling my horse. Mother said, "Let the horse go, and let us run." But I could not let her go, because it was my favorite that had carried me all the way East. Bullets were whistling by, and, as I turned around to run, the horse staggered; then I saw that she was shot, and I let her go. Everybody was gone. I went down the creek. Here I found my mother crawling along the hill. I said, "Mother, dont go any farther down. The soldiers are already below us." Women and children were digging holes for protection. Mother and I made one, and we were safe. Towards evening the firing stopped; a few scattering shots fell.

That night we had a snow storm. There was no wood to make a fire for cooking, so we had to take fat to burn. For five days here we suffered a great deal from hunger and cold. At last our men saw that nothing could save us, so they gave up their arms to Gen. Miles. The soldiers took us down to the Tongue River, then from there to the railroad station. They took us to Fort Leavenworth, where we were placed in a small cleared place. High hills and trees were all around us; no fresh air came, so that many of the Indians became sick and died of a fever. The next year we were taken to the Quapaw Agency in the Indian Territory. From there we were removed to Ponca Agency.

In the year 1880, I came East to spend a few years in school. In the fall of 1883 I returned to see my mother. She was very much pleased with my education, and wished me to stay in the East all the time. When I returned to the school in October, I went to live with a farmer in Delaware county, Pa.; I didn't go to school that time, but I studied every evening the "Story of the Bible," the book which I read through many times, and it became a comfort to me. When summer came I worked all that my master wanted me to do. I have been six years in Carlisle. This year I studied Fifth Reader, Practical Arithmetic, U. S. History and language. My object is to learn this common education perfectly, and if I can, some way I shall study the higher books. It takes work, but I care not what the work may be, whether driving or digging—any way to get money so that I can buy books that are necessary for higher knowledge.

The industrial branch of the school presented results in the shape of clothing, shoes, harness, tinware, etc., which told their own story. These pupils, besides their school work, which has been well done, as results prove, have supplied the Government with 20,000 pieces of tin-ware and 250 double sets of harness. They are now making good wagons, and their carpentry and smith-work are correspondingly good. The specimens of work shown on this occasion will bear examination and comparison anywhere.

Miss BOICE sang "The Three Fishers," and, in response to an encore, "The Old Folks at Home."

At the close of these exercises, Prof. GEO. E. LITTLE, of Washington, D. C., entertained the audience by a series of blackboard drawings, with hints relative to the method

of acquiring proficiency in work of this kind, and its application in school. Many of his drawings were humorous, and all were well received.

Association then adjourned to 9 a. m.

THURSDAY MORNING.

THE Association, led by Prof. HALL, sang "Rock of Ages," after which Rev. G. F. SPIEKER, Ph. D., of the Lutheran church, read a portion of the first chapter of John, and offered prayer.

Supt. SAVAGE, of Clearfield, said that he had acted upon his own authority yesterday in inviting the Association to Clearfield, but since that place had been selected he had communicated with the leading citizens, and was instructed to assure the body of the heartiest welcome.

Miss MARY L. DUNN being prevented by an accident from filling the place assigned her on the programme, it was filled by Miss E. JESSIE LLEWELLYN, of Marietta, who prepared and now read the following paper on

PRIMARY WORK.

The subject of primary work is one which, being of so much import, allows considerable scope for discussion. I have tried to treat it under the three general heads: 1. Preparation for primary work; 2. Methods of conducting it; 3. Object aimed at.

1. *Preparation for Primary Work.*—The primary department is the most important of common school work. It is there the seed is sown that is afterward to yield a harvest, and whether it yield "some forty, some sixty, or some an hundred fold," depends very largely upon the primary teacher. Therefore the person who presumes to take the child while its mind is plastic, and mould it into what she wills, requires a thorough preparation for it.

To become a successful primary teacher we must first of all not only know *what* to teach but *how* to teach it. Knowing what to teach is an attainment of knowledge, but knowing how to teach is an attainment of art, and we cannot hope to attain success unless we have paid attention both to the knowledge and the art.

The foundation of any structure is what the owner is most concerned about. A man does not build a mansion on shifting sand; he seeks to found his house upon a rock. Then the winds may come and beat upon it, and it falls not. That same concern is manifested in all undertakings. The fundamental principle is, "Secure a good foundation." Applying it to the system of education it still holds good, and the best educators all over the world agree that, inasmuch as the primary department is the foundation of the colossal structure of public school work, we should there have the best teachers. The teacher who devotes her time and talents to primary work must first have acquired a knowledge of how Nature teaches the child, and the closer she follows in Nature's footsteps the more certain her success. Now comes the query—How does Nature teach the child? When we examine this process in the case of infants, we see Nature acting without interference and with undeviating success. Within a few months after the child has acquired consciousness we find that Nature under every disadvantage of body and mind has succeeded in imparting to the infant mind an amount of knowledge which, when examined in detail, appears truly wonderful. The child has been taught to know his relatives and friends; he has acquired the ability to use his limbs, muscles, and organs of sense; he compares objects, as may be seen by his choosing those things he likes and rejecting those he dislikes. And all of this has been acquired without fatigue and with pure delight. Nature makes her pupil teach himself. She does not tell him the difference between hard and soft objectss—he says, "Feel them;" and generally she says to her pupil, "Don't ask me to tell you anything that you can find out for yourself." The preparation that fits the teacher to go and do likewise, is what he or she needs before crossing the threshold of a primary school room.

The benefits accruing to education from thus imitating nature are incalculable—not only in adding to the amount of knowledge communicated, but in the ease and delight which the young would experience in acquiring it. I have taught primary school and by experience learned the truth of these statements, so that I do not stand before you to-day theorizing. In the primary school one must become a child with the children in all exercises. We must sing "Baby Bye, Here's a Fly," just as lustily as though we could not appreciate anything finer in the musical department. We must mould in the sand with them, and evince the same enthusiasm as the forms grow under our fingers that they feel, or if we do not, the interest is gone. And though we have passed the stage of life when such things are a joy to us, if we step back but a little way through the halls of memory and feel once more as we felt when we were wee ones like those around us, the work is delightful after all.

A few general principles on this part of the subject, and we will look at the second head.

1. Remember that activity is a characteristic of childhood.

2. Follow the dictates of nature, and proceed from the whole to its parts.

3. The attention of young children should be *attracted*, not *forced*.

Bearing these three points in mind while preparing yourself to go before the primary class will, I think, insure you a fair measure of success.

II. *Methods of Conducting it.*—A method of teaching implies an orderly use of the various modes of teaching. It is an arrangement for reaching a given point in the work by a series of acts or steps which it is expected will lead to that point. Methods of education can be true only so far as they harmonize with the modes and conditions under which the mind attains knowledge. Accuracy in observing the modes and conditions of mental attainment, and skill in selecting and using the appropriate means of education are essential to the complete success of a teacher.

The form of teaching which is most nearly allied to that of nature is the Objective or Concrete Method which is becoming so popular in our day, and justly so. The term "object teaching" has been so frequently applied to modes of giving lesssons widely differing in matter and aim that its real import is often misapprehended.

Object teaching has for its purpose a thorough development of all the child's faculties and their proper employment in the acquisition of knowledge. It is not a plan of fixed, unchangeable methods, but a system of training based upon and controlled by the fact that the beginning of real knowledge must come

through the appropriate exercise of the senses. In short, it is that which addresses itself directly to the eye, external or internal; which summons to its aid things present or things absent, things past or things to come, and bids them yield the lessons they infold. It deals with actual existence and not with empty dreams.

The range of object teaching is so wide that it can be used in connection with all branches and to advantage in all grades. It draws its materials from all branches of knowledge, dealing with things which interest the child or exercise his mind.

Thus it is *natural history* for children; for it directs their attention to animals of all classes, domestic and others, their qualities, habits, uses, to trees and plants and flowers, to metals and minerals which are in constant use. It is *physical science* for children: for it leads them to observe the phenomena of nature, the sun, moon and stars, the seasons with the light and heat which mark the change of weather, with clouds, rain, dew, snow, and the properties which form the mass of matter around us. It is, in fact, the *science of common things* for children; for it disregards nothing which can come under their notice in their contact with the world around them and their intercourse with their fellows or their superiors.

Among the branches taught in primary schools in which objects can be employed, making what is generally a dead, uninteresting thing glow with life, is Arithmetic. In comparing my experience with that of other teachers, I find that as a general thing the lessons in primary arithmetic are considered more difficult to conduct than any other. But I have been enabled to overcome that difficulty to an extent since one day last session our principal put into my hands the Teacher's Edition of Primary Arithmetic by Wentworth and Reed, published by Ginn & Co., Boston. I am not here to advertise the work, but I do want to say that any primary teacher can invest the price of that book with profit, for it certainly is an excellent work, and its authors are, in my opinion, benefactors of all primary teachers, for no teacher can use it to any extent without improving his methods. To teach number successfully the teacher requires an almost endless variety of inexpensive apparatus, such as blocks, sticks, stones, beans, grains of corn, etc., but when you see the rapid advancement your pupils make you feel repaid for any little exertion required to collect these things. In teaching the numbers up to ten, I do not include the teaching of the figures or other signs used in arithmetic. Neither do I think any blackboard work should be required of the child until after he has learned the numbers below ten. There is no difficulty in learning the figures along with the numbers; the difficulty comes in learning the numbers along with the figures. So it seems best to ignore the sign in favor of the thing.

There are now many books and papers published containing suggestions as to methods of conducting primary work, that the live teacher can make his own, so that if our primary schools are not a success it is the fault of the teacher. Among the works I have found of great advantage to read carefully, and from which I have received excellent ideas, are "Calkins' Manual of Object Lessons;" Anna Johnson's "Education by Doing;" "Practical Work in the School-room," published by Lovell and Co.; beside the weekly and monthly publications of E. L. Kellogg and Co.; and in the primary department of "The Popular Educator," published in Boston, there is every month matter that cannot fail to put life into any school into which it is carried.

III. *The Object Aimed At.*—Third and last, let us look briefly at the object aimed at in primary work. The true object of education is human perfection. That is the reason we are so anxious to begin the work aright.

In primary instruction we do not propose that the child shall gain all its knowledge from the process by which the human race was led through the wilderness of personal experiences to the attainment of the present sciences, but we do propose to lead the inexperienced learner into the midst of objects and influences that will awaken the several senses into activity and thus increase his progress in knowledge. Its object is to guide the young learner until his enlarged experiences prepare him to extend his acquisitions through others experiences' as furnished by books, and also to confirm the facts thus gained by his own observation.

Prof. W. H. WATSON, Wiconisco, who opened the discussion, said we could not expect on such a well-worn subject to hear much that is new—we can only emphasize what has already been said. Even then one hardly knows which question under such a broad topic requires first attention. The reforms begun by Comenius, Pestalozzi and Froebel are only beginning to produce fruit. People are beginning to recognize that impressions made in the earliest years are deepest and most lasting, and that therefore it is most important that the child during that period should be under the best tutelage. With all respect to the value of careful home training, the fact remains that most children over four years would be better off in a kindergarten; and the sooner such schools are established everywhere the better.

Miss JULIA ORUM: We need to hear more about teaching little ones to talk back what we have told them. We must make them think what they say, not merely repeat. Teach them to talk so that they can be understood, and you lay a sound foundation.

Dr. BROOKS: We are beginning to theorize right, but have not got down to right practice. When we pay the best salary for this most important and difficult work, then we will be coming to the point. What we want—what we need, is *skill*, and we should pay for it. While higher grades require more scholarship, primary work requires more skill. So many teachers talk over the child's head—their mind and that of the child do not touch. One teaches deductively, while the other must learn inductively. However scholarly, the primary teacher must step down into the child's sphere. After all the great teacher, like the poet, is born, not made. In my Normal experience, it was more difficult to find a suitable principal for the Model School than a professor; I have *promoted* a professor to the Model School.

Supt. DESH, Bethlehem: Most applicants for positions in primary schools are recent graduates of high schools; the teachers in

the higher grades are often unfit to go down to the primary work, as well as unwilling—they have not Dr. Brooks's idea of promotion. If Directors could be induced to pay fair salaries to good teachers in primary grades, something could be done; but they will not do it.

Supt. WEISS, Schuylkill: We make a mistake when we create in our high school pupils' minds the idea that when they graduate they are ready to teach. They should understand that they must first have professional training for the important work of the school-room. We might find a partial remedy right there.

Prof. WATSON: One borough in Dauphin county has tried equalizing the salaries for all grades. This will modify the desire for promotion to the so-called higher grades; for we work for money after all. Our examinations in theory of teaching should be so directed as to test the ability of teachers for the particular work they are to do. Another difficulty is that nepotism, politics, and other influences, too often govern Directors in selecting teachers.

Supt. LAVERS: Several boroughs in Beaver county have acted upon the suggestion of superior teachers for the primary grade. New Brighton has for some years employed Normal graduates in the lowest grade, and the results sustain the argument. The high school graduates who come to teach should be given pupils in 2d or 3d Reader, and not the primaries. After two or three years' work and professional instruction at a Normal school, you will know which of them are fit for primary work.

Supt. BUEHRLE: The only way out of this wilderness is to make our communities so discontented with poor results that they will demand closer supervision and better work; then they will appoint some one to test the work, and pay according to work, not according to grade. More pay won't make a good teacher of a poor one The trouble is we pay for grade instead of for merit. The people must learn to conduct their schools on business principles—elect a competent person to run the schools, and hold him responsible for results; give him power to employ competent help, grade them and pay them. Until some such plan is adopted, you will not have the proper teachers in primary schools. Scholarship alone is not sufficient—school-room work is the test. A good primary teacher can frequently do good work above; a good teacher in the higher grades may or may not be able to do good primary work.

The discussion here closed.

In the absence of Supt. LUCKEY, who was to have read a paper on "County Institutes" this morning, the Executive Committee invited Mrs. EVA D. KELLOGG, of California Normal school, to fill the vacancy, who read a very interesting paper on the "Relation of the Teacher to the Public," which is carried over into our next issue.

State Superintendent CARPENTER, of Delaware, was invited by a unanimous vote to a seat on the platform.

The time intended for discussion of "County Institutes" was given to general remarks by several members who responded to calls from the chair.

Dr. FRANKLIN TAYLOR said nobody could talk against the perpetual motion that prevailed in the house. He could excuse it, as many of us had heard the County Institute story at least fourteen times over, and despaired of having anything new about it. Perhaps one of the things we Americans need most is a professor who will teach us how to rest: let him speak up, and we'll give him the highest salary of primary teachers in the coming millennium when the salary in the lowest grade is to be $5000 a year, and in the highest $30 a month. This is not said by way of ridiculing the ideas advocated here—it is not best to be too ready with contradiction—we had better study to put in a good piece of affirmative work now and then. Some of our friends think this region is the original garden of Eden—and it is lovely—but there are just such glimpses of Paradise all over this blessed old Commonwealth of ours, where teachers may enjoy these summer days. But there is work yet to be done, too. The older members of this body did good substantial work during the thirty-three years of its history; many of them have gone to their final rest, leaving the future to us; let us do our share so that the next third of a century may compare not unworthily with the last. The great problems of the present and future must be worked out largely upon the soil of this American Republic, and the teacher is an important factor.

Dr. WICKERSHAM: Why don't Dr. Taylor select one of these Edens, and set us an example of rest? Here he has just been made principal of the Philadelphia High School, and I remember him as an active man when I was a boy. It is time for him to quit work, and give us example as well as precept. I am doing it—studying the difficult art of growing old gracefully. What better ambition for a man who feels that he has tried to do his duty in an active professional or business life? Let Dr. Taylor profit by

the example, lay down his well-earned honors, and rest with me.

I am sorry not to have heard from the County Institutes. I remember well their beginnings, when we had no time for mere amusement and entertainment, but put morning, afternoon and evening into solid work—class drills, recitations, lectures, and so on. Perhaps we might now profitably cut off some of the entertainment, and go back to first principles. This Association, too, was a working body in those days: there was always some serious task on hand—the Superintendency to be strengthened, the Normal Schools to be established and improved, the ground already won to be fortified and advances planned—it was war, and we came together armed and equipped; now we come to enjoy ourselves and take delightful excursions—then we had to fight for the ground we stand on to-day. Perhaps here, too, we might profitably go back to first principles, and put in the same solid work of those old times on the questions now at issue.

Miss LELIA E. PATRIDGE: I want to say a word on the County Institute question. It seems too bad that the only word one says here in three years should be a criticism; but it is a matter of conscience. The Superintendents can speak for their share of the trials and difficulties, but I wish to point out one trouble of the instructors, which is matter of personal experience. We find it difficult to follow out any line of live, earnest work to profitable results when our time is cut into very brief periods, then alternating with much that is merely for entertainment. Where money is plenty, so many instructors are engaged that their time is limited to periods not sufficiently long for impressing any special line of thought upon the teachers who need it. It is not in the nature of the human mind properly to receive and digest instruction so given. Perhaps the trouble arises from Superintendents, being unduly anxious to please, instead of listening first of all to conscience. It is not just that teachers who come to Institute hungry for knowledge should be sent away unfed, and this result must follow from the way in which Institutes are sometimes conducted.

Deputy Supt. HOUCK: I think there is less nonsense now than we had a few years ago at the Institutes—and there must be some place left for it. Neither teacher nor instructor could, or ought to be expected to stand a whole week, day and night, of solid work. We want fun and recreation too, both at Institute and at State Association.

Adjourned to 2 p. m.

THURSDAY AFTERNOON.

SEVERAL announcements relative to to-morrow's excursion were made, after which Supt. R. M. STREETER, of Titusville, Pa., read the following paper on

THE HIGH SCHOOL QUESTION.

A circular received the other day from Professor Smith says that the number of school children in his borough is three hundred; of these seventy-five are in the high school, and, therefore, his is the best high school in the State. The largest high school in the State is in Pittsburgh. The smallest in the country, according to the Commissioner of Education, is in Alexandria, Va.; the largest in Boston, Mass. I bring together these extremes because Professor Smith's graduates claim that their diplomas are worth as much as that of the Boston graduate, or of the Pittsburgh graduate; and because it gives good grounds for asking whether it would not be well to decide what a high school is, so that Professor Smith's diploma may be as good as Mr. Seaver's of Boston, or as Mr. Luckey's.

If a school teaches the languages and the higher English branches, to all intents and purposes it is a high school, and a pupil taking its course is a graduate. But they who know the difference in high schools smile at the claims of the small city and the borough graduate. I can give an example, although it comes nearer home than I like to have it. Six years ago our Latin course covered three years. That meant so much *time*. A pupil studying three years had his diploma if he had read only a few chapters in Cæsar; and the diploma stating that the bearer had completed the Latin course was a fraud or not, according to the standard by which it is judged.

The same fact is found in comparing high schools generally. They are not what they seem. I have in mind a high school where there is no grading and no course of study. There is a single Latin class poorly taught. Algebra is the only higher English study. The teacher calls himself professor, and has printed after his name an A. M., which he stole. And yet, a diploma from that high school is as good as one from the best high school in the country—a good reason, it seems to me, for saying that there should be a little uniformity used.

If this is desirable, the quickest way to bring it about is for the State Superintendent to make out a high school course of study, and to allow diplomas to be awarded by no school not adopting this course. A diploma, so conferred, would bear its worth on its face, and the bearer, unquestioned, would receive those privileges which he ought to enjoy.

Would such a course have a tendency to improve the high school as it now exists? and is this Association ready to recommend such a course?

The State Superintendent would not find this a hard task. He might do worse than use that now in successful operation in Pittsburgh. In the large cities this could be adopted at once.

In the small cities and boroughs, where it could not be followed, the Department at Harrisburg should fix the studies which may be omitted, leaving it to the school to choose what may seem best adapted to it. Titusville, for instance, cannot follow the four courses at Pittsburgh. She must do what she can with the academic; nor can she do in three years what her more favored sister can do in four. How many studies may Titusville omit, and still have a high school whose graduates may receive respectful consideration from the higher institutions to which they may apply for admittance? Should there be three or four, time will still be wanting to do justice to the rest. Why not meet this difficulty by putting into the sub-high school Physical Geography, Political Science, and Algebra? The first is an old acquaintance if the political geography has been properly taught; the second is the natural outgrowth of United States history, and ought to be studied by those who do not enter the high school; and a pupil who can study the roots and progressions in arithmetic can understand the algebra which but explains these subjects. This leaves the following programme, which I give by request:

FIRST YEAR.

First Term.—Rhetoric, Natural Philosophy, Physiology or a Language.

Second Term.—Rhetoric, Natural Philosophy, Physiology or a Language.

Third Term.—General History, Natural Philosophy, Chemistry or a Language.

SECOND YEAR.

First Term.—General History, Chemistry, Geometry or a Language.

Second Term.—General History, Botany, Geometry or a Language.

Third Term.—English Literature, Botany, Geometry or a Language.

THIRD YEAR.

First Term.—English Literature, Mental Philosophy, Astronomy or a Language.

Second Term.—English Literature, Mental Philosophy, Astronomy or a Language.

Third Term.—English Grammar, Arithmetic, Geography or a Language.

If this programme is worth talking about, its defects will appear. Without mentioning these let me refer to a few points. Its aim is to turn every study to practical account, with the idea of making the children think and express their thought in good English. Rhetoric stands first. It is to be used constantly and understandingly for the rest of the pupil's course—and life. It is followed by History; and this, by English literature, both—especially the last—practically illustrating rhetorical expression. Algebra is retained, because as a means of teaching generalization—the basis of science—the algebraic formula is unequaled; and I sometimes wonder if Emerson's skill in making a sentence say so much is not due to the drill he had in Algebra. Geometry is useful for its mathematics; but there is no study whose principles are worth more in the use of words than this. It is practical logic; and the pupil, taught to use it, will know what to say, how to say it, and to stop when he gets through. It is the best preparation for Mental Philosophy (I suppose I ought to say Psychology) and does more to develop cause and effect—the foundation of historical study, both of politics and literature—than any means, I think, so far tried. English literature is not a pastime but a science, and should be studied as such, the only proper text-book being the masterpiece of the author read. This and the Mental Philosophy, taught by a teacher who meets the class without the text-book, will make clear thinkers and intelligent talkers. The sciences speak for themselves, and as for the languages, dead or living, I am inclined to believe that the chief objection to them comes from men who have never studied them, or from those in agony because they have to pay for teaching them to somebody else's children.

At what age should a pupil begin this course? With some exceptions, at fifteen. It is not intended—no high school course is intended—to be a gymnasium for the memory; and when pupils too young take this course, it hurts them.

In programme and in the age of the pupil high schools may be alike. The likeness stops there. The teacher is the next element, and this fixes the character of the school. In the ideal school room, the expert lovingly unfolds to his lucky pupils the beauty which only his loving eyes can see; but it is an ideal rarely realized. Why, then, can we not turn this fact oftener to account? If my teachers this year are mathematicians, why can I not understand the folly of trying to do much with science and Saxon? These teachers are anxious to develop any educational idea, but perfection in their eyes lies in quantity and its measurement; and my idea comes back to me stamped with the mathematical seal. Last year Hugh Miller was in my school-room, and in June I found his classes standing reverently before the "Footprints of the Creator," which he had helped them find upon the rocks. This year a poet is to sing to my girls and boys, and this year thought in words fitly spoken will brighten that school-room with pictures of silver. We must admit this fact, and use it. We must tell our teachers to help us make this high school a "school for the attainment of the knowledge of the highest spiritual truths, and a school for the representation of these truths in one's own life and action." With that end in view, a cultured Christian man or a cultured Christian woman who sees God in the study she loves and loves to teach, with reverent hands will be sure to unveil Him to their pupils;—and that is the only teacher that is fit for high school work. There is no need of putting morality down on the daily programme for such teachers. "Take good care of the soul," they say, "and it will take good care of the body." So my Plato studies the ellipse with his pupils, until, sublimely guessing the grand principles it involves, they lift their eyes to the sky of the summer night, to find that God's finger has traced it for the pathway of the stars. My Faraday leads them to his laboratory, and they come back to tell me with face aglow that in the beginning *only* God could have made the heavens and the earth. They learn to sing,

and here, and by and by, if the teacher does her work, the burden of their song will be, "Jesus, lover of my soul." We teach them to hold the pencil, and the future home will be gladdened by glimpses of the Deity they have learned even now to see. That is moral teaching, and, quoting Miss Brackett, "is worth to the future man or woman more in inculcating a reverence for the Truth than all the sermons he could have preached on the subject, if he sat and listened from January to December."

Examinations.—What is the use of having any in the high school? Why isn't it possible to make an estimate of a pupil's knowledge of a study without any such nonsense? The examination only confirms what we know already, and I am willing to say that the daily work of a pupil in recitation is what ought to settle the question of promotion. How many agree with me?

Shall we mark the recitation? Yes; but from all foolishness over these same marks, "Good Lord, deliver us." Like the rest of school work, they are a means, not an end. They give a kind of an idea—no more—of what a pupil has been about, and so give the judgment grounds for an opinion. There is nothing definite about them. No two teachers would mark the same paper alike; and I have sometimes wondered how much a night's rest or a breakfast has had to do with papers marked 98 and 99 on the one hand, and 15 and 0 on the other. Marks, at best, give a very general average, and that is all that should ever be required of them. Am I right?

There is a clause in the school law, that "a teacher stands in the place of a parent to a pupil;" and then it is spoiled by saying, "he may administer correction to him under the same restrictions as in the case of a parent." The only use made of this part of the law, so far as I remember, has been to drive home the "correction" nail; and I want to ask you, who have "the high school question" at heart, if it is not possible in the high school to make more of this "parent" clause? We can be Christians, we can be cultured, we can be teachers. But what I want is to develop more and more the genuine spirit of genuine home life. Manhood—womanhood—is not brought out by a system of strait-jackets and studying for marks.

"Every clod feels a stir of might,
An instinct within it that reaches and towers,
And, grasping blindly above it for light,
Climbs to a soul in grass and flowers."

But the climbing soul will never burst into joyful bloom if the grasping tendrils are clipped or so trained that they cannot cling. There can be—there should be—more of the home influence in the high school; and there is no surer way of getting it there than by accepting and *filling* the place of parent to these young men and young women. There is nothing in the whole round of school life worth so much to our high school girls as the affectionate regard they have for their accomplished, motherly principal, and the greatest satisfaction which a man in charge of such a school can feel comes from the fact that his boys trust him. We should make more of this relation—so much in fact, that these children when they leave us shall go singing down the future, their hearts made glad with the thought from us, that Heaven is above them and that God lives and loves.

Here is something which troubles me. I preach against show and all that belongs to it.

"Be good, sweet child, and let who will be clever;
Do noble things, not dream them all day long;
And so make life, death and the vast forever,
One grand, sweet song,"

is the text of my daily sermon. I do this through the whole high school course. Then we go to the Opera House, and in silks and in satins and in diamonds, in white kid gloves and white kid shoes, in trails, in flowers, in show, we end the sermon with a practical illustration which gives the lie to the whole thing. I think it wrong. Do you? and will you use your influence against it?

I think there can be but this conclusion: That pupils trained in the high school as we can train them, will enter life ready to think and act for themselves; they will have the love of God in their hearts; they will be found willing to work where they can work best—in the kitchen, in the shop, on the farm, in the pulpit. From the high school—this home school—our boys can go to college and be men—to business and be men—to the caucus, and make their manhood the leaven that shall lighten the lump; our girls to their work, whatever it be, and realize there the healthy home-life that comes only from a wholesome womanhood.

This presentation of The High School Question is not conclusive. Its aim has been to bring out, not so much what I think as what you think, about it. Do you think there should be uniformity in the high schools of the state? Do you think one course of study for all possible or desirable; and does the course presented meet your approval? Is fifteen the best age to begin this course; and shall we consider the bent of the teacher in plans for school work? Shall we examine still? Shall we mark still? Shall graduation still be a grand flourish of drums and feathers? Above all, shall we try more and more to make home, and morality, and beauty, the aim of the high school?

For myself, I cannot think the aim too high. Like the Magi of the East, I must follow the star that leads me. I shall never reach it, I know; but what do I care for that, if my boys and girls are led at last to the manger of the Lord?

Supt. BUEHRLE: Better and more timely words than those we have just heard are seldom spoken. The school must furnish incentives as well as advantages for study. Graduation and the promised diploma help us to hold together our classes for the full term, and we are not yet ready to dispense with the "show" on commencement day. And since the diploma confers no legal advantage, but simply certifies that somebody has been through a certain prescribed course of study, the giving of it does no

harm. The course of study is debatable ground: it looks nice to have a course prescribed by the Department, but the tendency is to specialization; perhaps the best plan in places that can do it would be to have three or four high schools with different courses—one classical, one English, one scientific, one combined with manual training. After all, the environment must condition the course of study; the school grows out of the wants of the people, and no uniform course would be satisfactory.

We cannot determine the age at which the pupil should enter the high school; the human mind does not develop by years. The grading question presents a difficulty; there must be positions of distinction in every school, some one must hold them, and there must be some way to award them. Then, not every pupil can be "attracted" to study—some can't study, others *won't*, the lazy class who come to the high school as a sort of respectable loafing-place. A system of marking is all right, but it must rest on a correct basis. If you mark merely upon memory, you will produce a class of parrots; if they represent real knowledge and power, you will secure such results.

Prof. W. H. SAMUEL, Philadelphia: The essay of yesterday on the relation of the college to the common school, deprived of its rhetoric, left no place for the high school, since the college was held to meet every higher educational necessity—the high school must decrease that the college may increase There is no college in our State whose authorities are willing to make it a part of the common school system, responsible to the State and representing directly the people: yet we are told that State aid should be given to strengthen already established colleges, rather than to establish a number of weak high schools. We do not find the colleges applying this principle, however, among themselves. Even if all the existing colleges could be brought into and made a part of the public system, the selective principle would soon operate to give us other institutions representing special tendencies, special classes set apart by circumstances or special characteristics. But the high school represents immediately the people—the Commonwealth—it is for the masses, to bring within the reach of their children the wider education; it is the efflorescence of the common school. True, its diploma does not represent completion—neither does the degree of the college. Where it detains one pupil from college, it prepares ten to value and seek further advancement.

The college must constantly draw endowment and patronage from a hundred sources—wealth, aristocratic desires, vanity of the individual, aggregates of similar scientific pursuits, professional pride, denominational enterprise—and with these they will continue to exist and multiply. The high school has recognition and sustentation from one source—the Commonwealth; and, in view of the existing turmoils of labor and capital, will any one assert that the Commonwealth has educated her citizens beyond their positions or the demand of the public welfare? The common weal is in the extension of these schools—the woe is in their limitation. The conception of the common school as of the State, is of later elaboration; the private school, the academy, are of the college and of its animation, but the education by the State of her sons and daughters without prejudice to any, with deprivation to none, is new. It is no return to the Grecian idea that the State is first and all—much less to that of the French King, Louis XIV, "*L'etat c'est moi*," which the college seems inclined to paraphrase into *L'education, me voici.*

The high school is one of recent applications of the principle that the State is for the individual. Its defects are akin to those of the college—weakness or inferioity in the instructors, and scarcity of pupils; we must guard against the former, and we certainly reach the latter by bringing the higher education to the doors of those who cannot go to the college. This is all that we are doing; let us do it well, and continue the multiplication as well as the improvement of our high schools.

Prof. HALL sang a solo—"Down by the River Side."

Mrs. HATTIE KEMP, of Allegheny City, Pa., read an interesting paper on "Incidental Teaching in the Primary Schools," which has already been put into type, and will appear in our next issue.

COMMITTEES CHOSEN.

The Committee on Election reported the following members elected to the two standing Committees:

Executive Committee—B. C. Youngman, Clearfield, (chairman,) 167 votes; N. C. Schaeffer, Kutztown, 136; J. O. Knauss, Lehigh, 121; E. O. Lyte, Millersville, 116; D. A. Harman, Hazelton, 114.

Enrolling Committee.—M. Savage, Clearfield, 187 votes; Henry Houck, Harrisburg, 187; E. C. Lavers, New Brighton, 172; N. S. Davis, Lackawanna, 165; J. S. Grimes, Columbia, 131.

These, with the officers for whom the Secretary was directed to cast the unani-

mous ballot of the Association, were now formally declared elected.

The Committee on Resolutions reported through the chairman, Supt. R. M. McNEAL, and the resolutions were acted upon *seriatim* and disposed of as follows:

RESOLUTIONS.

WHEREAS, Another year in the educational history of the State has passed, and the thirty-second annual meeting of the State Teachers' Association is about to close; therefore be it

Resolved, That we recognize a growing interest in education throughout the State.

PHYSIOLOGY AND HYGIENE.

Resolved, That a year's experience in teaching Temperance Physiology and Hygiene has convinced this Association of the wisdom of the law which added this important subject to the list of common school studies.

Adopted unanimously without discussion.

COUNTY INSTITUTE.

Resolved, That we recommend the enactment of a law making attendance at the County Institute compulsory, and providing for the compensation of teachers for time spent in attending its sessions.

Adopted on a division, there being very few votes in the negative.

STATE READING CIRCLE.

Resolved, That the question of the organization of a State Reading Circle by this Association be referred to a committee, with instructions to report in full at the next meeting of the Association.

Chairman McNEAL said there had been some difference of opinion on this subject in committee, the minority wishing the Association to recognize and adopt the plan already in operation; but the majority thought as this work was done independently, we should take time to consider the subject and act upon the report of a committee next year.

Supt. COLEGROVE offered as a substitute for the resolution:

Resolved, That this State Teachers' Association recognize and endorse the State Reading Circle already organized.

On motion of Supt. LAVERS, the substitute was laid on the table, and the resolution reported by the committee was then adopted. The committee are: Supts. R. K. Buehrle, Geo. J. Luckey and R. M. Streeter, Prof. H. H. Spayd and Miss Elizabeth Lloyd.

CODIFYING THE SCHOOL LAWS.

Resolved, That it is the opinion of this Association that the Legislature should provide for the appointment of a committee, whose duty it shall be to completely codify the school laws of the State.

Supt. WOODRUFF: It seems to me this is a little rash, in the absence of any information as to the probable cost of what we are recommending.

Dep. Supt. STEWART: The State will pay the expense of the Commission, and nobody will feel the burden.

Dep. Supt. HOUCK: The State Superintendent makes this request in every report; and the Legislature fails to respond; but there can be no harm done, and perhaps good, by making the recommendation here.

The resolution was agreed to.

MINIMUM SCHOOL TERM.

Resolved, That we regret the defeat of the bill fixing the minimum length of the school term at six months, and urge the various County Institutes to agitate the question of this much-needed legislation.

Deputy Supt. HOUCK: Strenuous efforts were made to pass this bill, without success. No one act would do more to help our teachers than adding to the school term. This is one of the points where Pennsylvania is not up to the times, and our teachers are partly to blame. Lawyers, doctors, grangers, everybody comes to Harrisburg in force and gets the legislation asked for, but of the 22,000 teachers very few have been heard from on this subject. The term should be at least six months. Will you not all write to your members of the Legislature, and wake them up?

Supt. FOOSE: Would it not be well to have a form of petition circulated for signatures of teachers, directors, and others?

On motion of Prof. LYTE, the resolution was amended by adding:

"And that a committee of three be appointed to prepare a form of petition to be circulated among teachers and friends of education throughout the State, for the purpose of petitioning the Legislature to extend the minimum length of the school term one month."

Supt. FOWLER: Perhaps such a recommendation coming from teachers will put the question in the wrong light before the Legislature. It would come with more force from Directors and parents.

Supt. McNEAL: Everybody will be asked to sign this.

Supt. FOOSE: We live where we can see the importance of such work, and are therefore in a position to urge it upon the Legislature.

Prof. MONROE: If the teachers do not know about this, who does? and if they will not act in it, who will?

Supt. McNEAL: This legislation has always been defeated by the members from districts which have the advantage of longer than minimum term; and surely they ought to be stirred up to help those not so well off.

The amendment was inserted, and the resolution, as amended, passed. The Com-

mittee was subsequently appointed, consisting of Prof. E. O. Lyte, Supt. L. O. Foose and Prof. J. P. Andrews.

EDUCATIONAL EXHIBIT.

Resolved, That the educational exhibit at the Court House this week reflects great credit on those who contributed to it, and we recommend that the exhibition of drawings and other school work be made a permanent feature of this Association.

Adopted, and on motion the following committee appointed on exhibit at next session: Profs. J. C. Barclay, W. S. Monroe, L. S. Shimmell, Misses Ella Zellmyer and Kate J. Neumont.

RESOLUTION OF THANKS.

Resolved, That our thanks are hereby tendered to Miss Jean Glenn, Miss Helen T. Boice, Mr. Wm. B. Hall, and Mr. W. W. Richards, for their excellent music; to the members of the Association and others who actively participated in its exercises, to the people of Allentown for the cordial reception given to the members of the Association, and to the several railroads and hotels for reduced rates granted to the Association.

President STEWART closed the business sessions with a few remarks, saying this was the largest enrollment of members except at Philadelphia. Last year we enrolled 550, this year 620, four of whom are life members. He returned his thanks to the Executive Committee and to the members and visitors whose presence had added so much to the interest of this session. Special thanks were also due to the enrolling officers for faithful performance of an onerous task.

Adjourned to 8 p. m.

FRIDAY EVENING.

THE Choral Union of Allentown had arranged a fine programme for a concert on this last evening. The first part was as follows:

PART I.

1. Praise the Lord . . . . . Hiller.
   Solo—MISS LOUISE M. REILY.—CHORAL UNION.
2. Quartette. Moonlight . . . . . Hollaender.
   MISSES JENNIE SHELLING, ANNIE WALKER, GRACE BARNES, MRS. E. G. SCHWARTZ,
3. Ballade. Piano and Organ . . . . . Wm. Mason.
   MESSRS. MARKS AND ROTH.
4. Come, let us sing . . . . . Mendelssohn.
   Solo—MRS. T. W. SAEGER.—CHORAL UNION.
5. Was pocht so laut im Herzen? . . . . . Gumbert.
   MRS. S. J. BROBST.
6. Andante con Variazione . . . . . Beethoven.
   MASTER FRITZ NEUBERT.
7. The Three Fishers . . . . . MacFarren.
   CHORAL UNION.
8. Quartette. Cuckoo . . . . . Fittig.
   MISSES JENNIE SHELLING, ANNIE WALKER GRACE BARNES, MRS. E. G. SCHWARTZ.
9. Hear my Prayer . . . . . Mendelssohn.
   Solo—MISS L. M. REILY.—CHORAL UNION.

PART II.

10. Piano Solo—Tannhauser . . . . . Liszt.
    MR. GEORGE BECK.
11. Swedish Peasant's Wedding March . . . . . Sœderman.
    CHORAL UNION.

The closing exercises of the session were brief addresses and inauguration of the President-elect, as follows:

Dr. SCHAEFFER: In conjunction with Superintendents Landis and Knauss, we have tried to work up a good meeting at Allentown, with the result of the largest attendance, all things considered, in our history; for while there were more members at Philadelphia, hundreds of the teachers of that city did not attend, while here in Allentown every teacher is on the roll. Among the things that have helped us is the fact that we have one handsome bachelor for President and another for Treasurer. How could any lady resist the temptation to pay a dollar for the chance of a moment's conversation with the latter, who has been so active in enrolling them? Then we have built during the last year this fine music hall and one of the best hotels in the State. Even the weather favored us. I can promise the Association another good time next year at Clearfield, for I know the live teachers there. One point of advantage over last year is that then there was a contest for the offices, and now the offices sought the men. An encouraging sign of progress is the fact that some have advocated the banishment of the perpetual examinations that have heretofore seemed to be regarded as the universal panacea for all ills. The ordinary examination utterly fails to test teaching power. The work on exhibition at the court house is also a mark of progress. The Executive Committee tried, in making the programme, to avoid the two mistakes of mere entertaining speeches and of bringing forward favorites; their aim was to select difficult problems not yet solved, and refer them to men who would set us to thinking by raising doubts in our minds. If we can thus be confronted with fundamental questions in pedagogy, the Committee may be satisfied with their work. It is time that teachers should cease to believe that the great thing is to teach children to talk—it is the business of the school to teach them to *do*, either thinking or acting. Reading is not only to be the the expression of thought, but the getting of thought. Public speaking is not only a fine art, but a virtue—the lawyer is measured by the verdicts he gains, by his power to reach the reason and the will of the jurors; the minister is gauged by the influence he exercises upon the lives of his hearers. So the teacher must not only be philosopher and artist, but, above all, his success must depend on his ability to reach the pupil's will, and train it aright. Let us magnify our office, remembering who was called the

Great *Teacher*, and following humbly in His footsteps.

Dr. HORNE: When our Pittsburgh friend asked us last year "Where is Allentown?" and was so satisfactorily answered by Supt. Woodruff, we simply answered, "Come and see." You have come and seen, and may judge whether our promises were redeemed and whether we tried to make you welcome. We have not heard the whole reason for the single exception of large attendance at Philadelphia—it was largely because Hon. Henry Houck was President that the enrollment was so immense. Perhaps it may not be out of place to say that in our later years we have not had quite the snap and spirit in our meetings that marked the old days when Wickersham and Wyers and Allen and Taylor were in their prime; those that are at Clearfield next year should buckle on their armor and give us an old-fashioned lively time. The President you have chosen will do his part, and with an excellent Executive Committee, we should make the next session even better than this. We are going to the home of Governor Bigler, than whom the schools have had no better friend; and I hope we shall immortalize ourselves then and there. I need not say how glad we of Allentown have been to have you here; and we trust you will carry away as pleasant memories as those you leave with us. We shall bear you all in kind remembrance and pray for God's richest blessings on you and on your work.

Deputy Supt. HOUCK: The attendance from this county has never been equalled anywhere, and can hardly be excelled; 267 from this county are enrolled, including every teacher from Allentown. Neighboring Berks has 53 here; Lebanon has not done so well, but the lack in quantity is made up in quality! Dr. Horne did not tell you, but I will, that he was chairman of the Executive Committee at Philadelphia, and it was we two Dutchmen that rolled up that 1100! Well, we have had a good time; and those who staid away have missed the inspiration which is found only at such gatherings as this. We appreciate these Pennsylvania meetings after visiting the teachers of other States where they have not our advantages. At Aiken, S. C., I found at the first session only five teachers, and only some 30 or 40 came altogether. How I wished for one familiar face—and sure enough by-and by I saw one whom I had been obliged to rule out of order at Philadelphia because she could not control her ardent zeal for the education of the poor negro—Miss Rachel Schofield—and what a welcome she gave me, and what a lesson there was for me on the corner-stone of one of the largest buildings in the town, "Schofield Normal and Literary Institute." That woman had the mind and soul to say "This one thing I will do!" and she did it, and there stands her monument. But I was glad to come back to Pennsylvania, and am never tired of her scenery or her people. To-morrow we are going over one of her grandest regions, and among the richest of her treasures; but of all her treasures, the one that dwarfs the rest is the million children in her schools. Those schools have done more than all else to make our Commonwealth great, and every faithful teacher has had a share in the work. And you, teachers of Lehigh county, when you are before your classes in history and geography, do not fail to tell them that the United States of America is the greatest nation, Pennsylvania the greatest State, and Lehigh (after Lebanon!) the greatest county—and you have some ground for it in your record of two annual institutes at which every teacher was in attendance. I cannot close without a good word for my modest brother Dutchman, the County Superintendent. He and Landis worked like beavers to make this meeting a success, and Horne stood by them with energy, and we have seen and enjoyed the results.

THANKS TO CHORAL UNION.

On motion of Supt. MCNEAL, the thanks of the Association were voted to the Choral Union for their excellent music.

INAUGURATION.

President STEWART returned thanks to all who had taken an interest in the success of this meeting, especially to the Executive Committee and the local committees. He then appointed Supts. Buehrle and Woodruff to conduct the President-elect to the chair, when he was formally introduced to the Association.

In taking the chair, Supt. COUGHLIN said he appreciated the distinguished honor conferred by a unanimous election, and promised to use in all earnestness and sincerity whatever ability he possessed to make the next session a success like the one now closing. He expected and felt assured of the co-operation of every member, and had no doubt of the result.

After singing the Long Metre Doxology, the Association adjourned, with the benediction pronounced by Rev. Mr. RICHARDS.

[Some account, in type for this number, of the large and excellent exhibit of drawings, penmanship, and other work, which was made in the Court House, is unavoidably crowded over to our next issue.—*Ed.*]

MEMBERS IN ATTENDANCE.

ADAMS—1.
C. H. Rebert.

ALLEGHENY—1.
Mrs. Harriet Kemp.

BEAVER—1.
E. C. Lavers.

BERKS—54.
David S. Keck,
Thos. M. Balliet,
N. C. Schaeffer,
Geo. C. Young,
S. A. Baer,
John G. Dengler,
James M. Hain,
George H. Heffner,
H. M. Eshleman,
F. F. Kauffman,
J. S. Yoder,
Wm. A. Stricker,
Matthias R. Speicher,
Chas. H. Kiesling,
Alfred G. Clemmer,
Franklin D. Stauffer,
Henry B. Yorgey,
Frank H. Fisher,
Jesse F. Bechtel,
A. E. Heimbach,
Chas. G. Speicher,
Wesley K. Loose,
George W. Weida,
H. G. Hunter,
George A. Kercher,
Alfred Greenawald,
D. Frank Dreibelbis,
Henry G. Posey,
E. L. Kemp,
John H. Riegel,
Geo. W. Wagner,
Geo. B. Hancher,
Chas. F. Dry,
W. M. Zechman,
Saml. C. Schmucker,
John F. Hoyer,
C. I. G. Christman,
Allen Bucks,
Milton J. Bieber,
F. H. Wagner,
Louise Weikusat,
Sallie A. Brensinger,
Lizzie D. Keppel,
Sallie Rothermal,
Rosa C. Weiler,
Ida L. Weiler,
Ella Klock,
Minnie Spencer,
Han. L. Hinterleiter,
Hattie M. Fister,
Nora K. Gockley,
Tellie M. Valentine,
Clara Miller,
A. Lizzie Radford.

BLAIR—3.
John H. Likens,
D. S. Keith,
David Williams.

BRADFORD—2.
Geo. W. Ryan,
E. E. Quinlan.

BUCKS—21.
W. W. Woodruff,
Tillie S. Booz,
Ephraim Kratz,
S. R. Swartley,
Elizabeth Lloyd,
Jacob G. Appenzeller,
Jos. W. Shelly,
Titus C. Strock,
Amanda Hess,
W. H. Slotter,
J. Free. Hendricks,
M. W. Kratz,
H. W. Cressman,
Albert P. Kratz,
Charles B. Boyer,
Lizzie S. Bailey,
L. C. Sheip,
J. Kirk Leatherman,
Laura A. Yerkes,
Ella Matthias,
James M. Snyder.

CAMBRIA—1.
A. F. Stauffer.

CARBON—18.
T. A. Snyder,
Mary M. Rapp,
E. C. Snyder,
L. M. Beidler,
Kate Thomas,
Fannie Ingersoll,
Frank Mengel,
J. K. Ellwood,
Hattie E. Koons,
Myra Good,
Susie Good,
Agnes R. Hauk,
J. L. Potteiger,
J. M. Stauffer,
Jas. L. Brobst,
Wm. McLaughlin,
D. Hiram Kratz,
Samuel Motzer.

CENTRE—2.
Louis E. Reber,
Milton W. Bohn.

CHESTER—13.
Jacob W. Harvey,
Geo. M. Philips,
H. F. Leister,
Geo. L. Maris,
Addison Jones,
Henry Benner,
Mary E. Mackissic,
J. P. Welsh,
Carrie E. Bemus,
Mary A. Cummings,
Eliza J. Slack,
Jennie Lamborn,
Madge J. Kerns.

CLARION—2.
C. F. McNutt,
A. J. Davis.

CLEARFIELD—3.
Matthew Savage,
M. L. McQuown,
B. C. Youngman.

CLINTON—3.
J. L. McCloskey,
Geo. P. Beard,
D. C. Murphy.

COLUMBIA—5.
J. S. Grimes,
Wm. Noetling,
D. J. Waller, Jr.
R. M. Geddis,
J. G. Cope.

CRAWFORD—1.
R. M. Streeter.

CUMBERLAND—2.
Chas. L. Penny,
E. Sollenberger.

DAUPHIN—13.
R. M. McNeal,
L. O. Foose,
L. E. McGinnes,
J. H. Keener,
J. H. Holtzinger,
Mrs. Carrie Sees,
Mary Vollmer,
H. Lenich Meyer,
E. E. McCurdy,
Iola Urich,
Amanda L. Crowe,
C. P. Sweeny,
W. H. Watson.

DELAWARE—7.
A. B. Stewart,
Chas. F. Foster,
B. N. Lehman,
A. G. C. Smith,
Mary L. Dunn,
Edith A. Davis,
Mrs. R. H. Valenden.

ERIE—2.
A. D. Colgrove,
G. A. Langley.

FRANKLIN—1.
W. H. Hockenberry.

FULTON—1.
O. R. Cline.

HUNTINGDON—2.
Jas. W. Elliott,
L. S. Shimmell.

INDIANA—1.
W. A. Cochran.

JUNIATA—1.
W. E. Auman.

LACKAWANNA—4.
N. S. Davis,
J. Elliot Ross.
L. R. Fowler,
G. W. Philips.

LAWRENCE—1.
J. Q. Stewart.

LANCASTER—23.
M. J. Brecht,
R. K. Buehrle,
B. F. Shaub,
J. P. Wickersham,*
E. E. Higbee,*
E. O. Lyte,
Geo. W. Hull,
D. Brainard Case,
I. S. Geist,
J. D. Pyott,
J. P. McCaskey,
Emma Powers,
Elizabeth McVey,
Rachel F. Jackson,
Mabelle A. Haines,
Belle H. Mooney,
Elizabeth A. Kemper,
Lidie J. Baker,
Emma M. Schroder,
Lillie S. Smith,
E. Jessie Llewellyn,
Mrs. Lizzie Lennox,
Mellie Fryberger.

LEBANON—11.
Wm. B. Bodenhorn,
J. T. Nitrauer,
George W. Stein,
Henry Houck,
J. C. Elliott,
Geo. W. Houck,
Laura Shultz,
Wm. C. Schaeffer,
Elizabeth Yordy,
Annie M. Huber,
James R. Stein.

LEHIGH—267.
J. O. Knauss,
L. B. Landis,
E. J. Young,
Davis Garber,
M. H. Richards,
A. R. Horne,
Mrs. Reuben King,
John A. Bauman,
Alvin Rupp,
Llewellyn Knechel,
Beckie McMonagle,
Alice V. Kern,
Lizzie G. Love,
N. W. Helfrich,
Alice L. J. Riedy,
Geo. M. Scheidy,
J. V. George,
Samuel Lee,
John F. Unger,
Chas. G. Weiss,
E. A. Nonnemacher,
Henry T. Kleckner,
Joseph Specht,
G. D. W. Fosselman,
Howard Leamley,
M. H. Diefenderfer,
P. L. Reichard,
Ephraim S. Dieter,
Sallie E. Cressman,
Aggie Ross,
T. E. Knauss,
J. F. Derr,
W. O. Lichtenwalner,
A. J. Herber,
F. S. Mealy,
M. Alton Richards,
H. F. Rosenberger,
A. H. Knauss,
H. S. Schell,
Annie E. Bachman,
John M. Diefenderfer,
Tillie Mann,
Martha Wilson,
David McKenna,
John Morgan,
Geo. T. Oplinger,
F. J. Stettler,
J. H. Smith,
H. D. Steckel,
Maggie Roberts,
Mary A. Smith,
Lillie Yeahl,
Nancy C. E. Riedy,
C. Lillie Scheirer,
Alice R. Schaeffer,
Robert Hamersly,
Wm. B. Johnson,
W. L. Blackman,
Minnie Daily,
Kate Lees,
Annie Goth,
F. A. Bachman,
M. N. Huttle,
Henry H. Boyer,
Byron Gable,
Calvin E. Davidson,
Prest. Rothenberger,
Erwin Wieder,
M. N. Weidner,
E. S. Rambo,
C. W. Urffer,
O. F. White,
S. S. Keller,
J. C. Diehl,
C. L. Newhard,
P. B. Oswald,
G. W. Brinker,
Frank Brinker,
Geo. Kilpatrick,
H. W. Stephen,
A. G. Romig,
O. C. R. Bastian,
B. F. Mohr,
B. F. Roth,
S. K. Wetzell,
G. F. H. Guth,
J. W. Walbert,
W. H. Desh,
A. R. Ritter,
J. B. Ritter,
C. A. Groman,
Harrison Bortz,
Jas. A. Benner,
Emma M. Sheetz,
Minnie J. Schaffer,
L. E. Leisenring,
H. P. Marsteller,
T. G. Helfrick,
Wm. K. Derr,

T. Frank Butz,
A. C. Hittle,
M. P. Diefenderfer,
John A. Helfrich,
Saml. F. Gehringer,
Jesse S. Laros,
M. W. Knerr,
P. M. Freyman,
Franklin Kuhns,
O. B. Haines,
J. C. Rupp,
J. F. Guth,
W. F. Werley,
S. G. Croll,
Horace J. Koch,
F.R.Lichtenwaldner,
Hiram C. Fegley,
Daniel Schmoyer,
M. L. Horne,
D. R. Horne,
T. K. Horne,
Mrs. J. W. Mahn,
M. P. Reagle,
Clara Schlemm,
S. Jennie Helman,
Annie Lind,
Emma Aschbach,
A. J. Keck,
Leah Fischel,
L. S. Schmerker,
Alice Kichline,
James Webb,
Ella Gabriel,
Clara Balliet,
Maggie Spatz,
Carrie B. Kichline,
N. E. Keck,
J. W. Rodgers,
H. S. Moyer,
C. H. Rhoads,
E. J. Haines,
Annie Saeger,
Emma Weida,
Louisa M. Mohr,
A. M. Frederick,
Ida L. Fritzinger,
Mary O. Weaver,
L. C. Berkemeyer,
S. A. Winters,
G. P. Bates,
Wm. H. Albright,
I. A. Conrad,
L. E. Busse.
Emily A. Hoxworth,
Alice Schock,
Carrie E. Koons,
Mary A. Daubert,
Maggie Sykes,
S. Virginia Smith,
A. E. Young,
Emma Snyder,
James F. Gallagher,
F. N. Cafferty,
Thos. J. Deveney,
Mary J. McGee,
Bridget Gallagher,
M. V. McCafferty,
Sarah McGee,
Rosa A. Crilly,
Sallie Griffith,
Annie Holman,
Ida M. Knauss,
Saml. W. Hacock,
D. H. Creitz,
E. E. Foster,
D. W. W. Follweiler,
C. E. Creitz,
H. L. Greenawald,
Thos. G. Fister,
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THE RELATION OF THE TEACHER TO THE PUBLIC.*

BY EVA D. KELLOGG.

THE law of inter-dependence is a beneficent one. It embraces duties and privileges that we do not always see clearly, intermixed as we are in this human mosaic we call Life. Every class of the world's workers is dependent on every other class. Let us single out the one that interests us most—that of the *teacher*—and see what are some of the distinctive features of our relations with this great, outside Public, which sits, a self-appointed arbiter on every subject, holding the sword of its dreaded Opinion over all.

But before considering any point of our relationship with the outside world, let us go back of them all and ask ourselves, "What are our relations with our own children in the every-day work in the school room?" Why is this question necessary? Because it is fundamental. It is the very corner-stone of all we may hope or expect to build of a true position in public recognition and esteem. Wrong there—weak there—we are wrong and weak all the way through. Let that relation be right and true, and we may ask anything—claim anything—for we deserve all that can be given us of honor, trust, and esteem.

What is meant by this "right and true relation" with one's own children? First of all, we must not regard these children as simply *pupils*. And nothing seems to me so destructive to that reciprocal good feeling and exchange of sympathies, that must exist between the teacher and the taught to establish the desired relation, as to allow any such feeling to creep into the school room as shall make the boys and girls before us seem but machines to assist in carrying out some formulated plan of work, recommended to us or devised by us on general principles. Not a teacher before me, that has not felt the upsetting shock of being thrown from the regulation track by some unexpected question, that let so much light into the condition of that puzzled child's understanding that the only thing left to do was to switch off from the contemplated course, and provide for the unlooked-for difficulty. The teacher should always hold himself ready to profit by every such indicating straw—that shows the current to be followed. The method is for the pupil, and not the pupil for the method. The teacher is for the school, and not the school for the teacher. The moment we accept this belief, and are willing to act upon it, our course with the children and our relation to them outlines itself.

It is, to me, one of the most unfortunate things in this whole matter of education, that the teaching is done by those who have outlived their childhood, and whose stronger interest is naturally with those of their own age in life. 'Tis true, we recall our childhood and youth more or less vividly, but it is always as a delusion that is past. The

* Read before the Pennsylvania State Teachers' Association at Allentown, July 8, 1886, by Eva D. Kellogg, of California (Pa.), State Normal School.

little sorrows that were heart-breaking and crushing to us in those far-away days, now seem, by comparison, to be wholly out of proportion to their cause. The little joys, that for the time cast a halo over the whole earth, seem to us now, looking adown the many years of varied experience, like an uncertain glimpse of sunlight through the rifts in the shifting clouds, that somehow have drifted closer together since then, to make the gray days of our later years. Time and the vicissitudes of life have not only taken memories of childhood-life from us, but they have blunted our sensibilities, so that we do not see and feel with the children any more, and fail to observe the little signs of their growing intelligence, that, if we *could* learn to read them aright, would be a surer guide to the teacher than any system or method ever invented.

For what *are* the best known methods of teaching? What *is* the "New Education" of which we are constantly hearing? Only following after the ways of men who have studied the children most, and have been willing to be children again themselves, to learn how to reach and how to lead them forward in Nature's appointed way. We have only the warmest praise for every well-conducted training school for teachers in the country—we wish there were two where is now but one—yet all that we shall find in the very best of them are the most skillful ways of reaching and feeding the minds of little children.

Teachers, we cannot all go to training schools, but we can go to the fountain source and study the children themselves. Watch them when they are unconscious of it. Notice them at their play. We shall get more hints of child-nature, and how to adapt ourselves to their needs in these ways than anybody can ever tell us, if we watch them with the right spirit—the child-like spirit in ourselves. And there is this glorious law of compensation coming in just here to illustrate again the beauty of this law of reciprocal relation. Never did a human soul strive to throw off the crusts of worldliness and egotism, and place the restless hand in the soft palm of a little child, to be led back to innocent faith and trust in Nature, without being made better for it, and a thousand times lovelier in character by it, and receive from the companionship infinitely more than is given to it. In all the earlier days of my teaching, I was accustomed to larger pupils; but circumstances threw a class of little children under my care, and in six months I found I had learned more of child nature than in all the higher classes of my life before. Higher? There *are* no higher! Thank Heaven! it is coming to be understood and acknowledged that the teachers in our primary schools should be the choicest selection of all, and that a successful teacher *there* holds a position second to no other in the educational field, even though that other should be the President of a University!

This is not idealizing a teacher's work. But we *do* say in all candor, that if there is a single teacher who goes to her work as to an irksome task, and meets her pupils only as so many possible "object lessons" to illustrate theories she has learned from books or other sources, let her settle it with herself once for all, that she is not only missing the very rarest opportunities of her life for her own heart-cultivation, and doing an irreparable wrong to the children, but she has no moral right to stand before the public, asking for its recognition and honor—for she has no ground whereon to stand, and no consciousness of a reason for claiming it, as a member of one of the noblest professions ever engaged in by human beings.

Notice, we use the term "profession" advisedly. A school Superintendent once said of a teacher in my charge, "Miss Thompson has learned perfectly the *trade* of teaching!" It struck me as the best explanation possible of the lack in this teacher's work. I had sat in her room, watched her conscientious endeavor, observed the relentless drill and its excellent *tangible* results, and had come away wearied with the punctiliousness of it all, and yet could scarcely tell what was the matter with it. The word "trade" told it perfectly. Had each scholar before her been a weaver's loom, she would have watched each flying shuttle with just the same tireless care, and with the same kind of intent look on her face. Teachers, is there not such a thing as lifting our work from a *trade* to a *profession*, by putting the soul into it, and by recognizing the humanity and the divinity of the material we are fashioning?

To engage in this "high calling" and then to be ashamed of it would seem to be an anomaly. But it is a fact, nevertheless, that teachers can be found in any community who do not wish to be known as such outside their own locality. Pardon me if I draw on my own experience in illustration. A few years ago I consented to become a chaperon to three young lady teachers on a summer vacation. The mother of one of the trinity came to me before starting, and

with the most pathetic seriousness asked me to please not mention that her daughter was a teacher while away. In fact it would be just as well for us all if we were not known as teachers. I looked at the lady in astonishment. "Why, you forget," I said, "that I am a teacher myself." "Yes, I know," she said, "but then you know there are teachers *and* teachers." A shadowy compliment that I did not accept at the expense of the profession.

She then went on to explain that the young lady's father was dead, and that she was the only daughter in the ancestral line who had ever earned her own living, and that her future prospects need not be imperiled by any indiscreet disclosures. Surprised, amused, perplexed, all in one, I assured the scheming mamma that I should be willing and proud to travel from Maine to California as a Boston teacher—or any other (for that reveals the locality of this incident). But it was too late to change plans, and after a reiterated injunction from the young lady herself, we started in an observation car one lovely morning, full of hope, fun, and the prospect of a "good time."

All went smoothly till a hot wheel stopped the train in an open field, radiant with golden rod. The gentlemen were soon outside gathering it, and presently one touched my shoulder with, "I beg your pardon, but my little girl at the other end of the car wishes me to give you this, knowing how much you like it"—presenting a mammoth bunch of the gorgeous flower. Puzzled as to who "my little girl" was, he explained, "She is Edith ——. She is in your room at school." A foot touched me just here in a nervous reminder, and before the gentleman had scarcely turned to go away, our young lady, with upraised hands, exclaimed in real distress; "There! There! I knew it! I knew it! I knew it would all come out!" With a look that would have annihilated her if a look could, I went to the little girl myself, returning with the comforting assurance that the party were going to the same place with ourselves.

It is needless for our purpose to follow that vacation experience farther, with a teacher who was ashamed of her vocation, or to tell of the contempt that grew up for a teacher of little children who was so far beneath instead of above her position that every annual election since that has kept her in her place has seemed a sin; for the ambitious young lady is still in the school room—the prince in disguise not having yet appeared to rescue her from her lowly(?) position.

We wish we might feel that this was a solitary instance of any teacher so failing to appreciate the dignity and scope of her work; for if there is a matter upon which we *should* like to be optimistic, it is in our confidence in teachers. But of the twelve Apostles, some there were who denied their Master; and how many groups of twelve can our profession show that have not the weak or falsely proud among their number? "The world takes us at our own estimate," has passed into a proverb. Can we reasonably hope to claim that deference and recognition from the world that we desire, if we fail ourselves to look upon our work as an elevation in the scale of human endeavor? Says Bishop Fraser, "As to the character and repute of the teacher's profession in America, it certainly stands very high. All hangs upon the teacher's personal character and qualifications. As far as his profession is concerned, he is on a level with anybody." Will it be doubted for a moment when we say that on all the round globe, there is not another spot where a teacher holds the key to social position as she does in America?

To assist in the character-training of any human being at the age when teachers leave their strongest impressions—impressions that lap over into eternity—is to walk in paths where "angels might fear to tread," but yet where angels could not do half as well as great-hearted, sympathetic humanity that has learned by a personal experience how to help—how to direct—and how to be patient with the failings of our common nature. If there is any cause for *shame* in connection with this work, it falls on the shallow, thoughtless, inefficient teachers themselves, who see in it only a daily routine of book recitations as a means of subsistence.

A party of ladies were passing a school house while driving one afternoon, when one of them—a teacher—deliberately turned away her head. "I never look at a school house if I can help it," she said. Why, do you not enjoy teaching?" some one inquired. "Enjoy it! Enjoy teaching! Why, I get my living by it!" To connect enjoyment with the means of a livelihood was placing the matter in a new light; yet she occupied a good position in one of our leading Western cities, whose schools are its chiefest glory. Her refreshing candor does not proclaim her any greater sinner than a host of others in the profession, who mask their dislike by a discreeter silence. We may all "get our

living" by this work, and we may even enter upon it solely with that intention; but any man or woman who can associate with children for any length of time *as their teacher*, and not feel the growing influence of their constant demand upon the highest and deepest resources of his or her nature to the extent of being uplifted into an atmosphere of personal responsibility, and up to an ambition to be everything they need in precept and example, however small may be the *material* reward, should conclude at once that he or she is in the wrong place, and that the only honorable course to be pursued is to go voluntarily out of that school-room door, to go no more in forever, and to "get a living" in some other way. The "dollar and cent" recompense for our work is too meagre to be *bought* by it, to the neglect of that higher service for which no material reward will ever compensate. Indeed, should the millennium of salaries dawn to-morrow, still the *teacher* must remain forever unpaid for that quality in her work that alone makes it most valuable. But let us be very sure of one thing, my dear friends: That teacher who waits for a higher salary before giving the best of herself to her work, never *deserves* any higher. Whoever withholds effort at $25 a month, because it *is* but $25, ought never to receive $75, for that teacher is overpaid already.

We have indicated the attitude of the teacher toward the profession. What should be the reciprocal position of the profession toward the individual teacher, and what the relation of individual teachers toward each other? Perhaps I am wrong—I hope I am—but it seems to me there is less *esprit de corps* among teachers than in any other profession. I never yet saw a gathering of teachers together, whether in a small local association or in a national convention, when I felt there was that willingness to take each other by the hand that I should be glad to see. Friends and acquaintances clique together, and the stranger who needs attention most is forgotten or ignored. Society may be self-licensed to inquire into the genealogy of "grandfathers," before accepting newcomers, but it seems to me that teachers, after the example of the Great Teacher "who first taught fraternity" to all the world, should meet each other on the common ground of a common purpose and let individual preference be secondary—at least for the time being—to voluntary recognition of each other as fellow-workers. There should be a spontaneous free-masonry among the teaching profession that should constitute a reason for unconventional association with one another, more potent than passwords and as universal as the law of brotherhood itself.

But not in public meetings alone is this association helpful and necessary. How much do teachers in our large cities know of each other? I can speak for the City of Boston alone in this matter for the last ten years. With the thousand and more public school teachers in the rank and file of that educational fortress, honeycombed with fine school houses, there is not one organization, or even an impromptu social gathering where teachers can meet and know each other. The head masters assemble once a month at a popular hotel and discuss—an elaborate dinner, for one thing—and I believe the sub-masters are struggling into an imitation of this; but aside from that, there is not a single opportunity for teachers to know each other; and so they may meet year after year on the street going to their separate buildings, perhaps a mile apart, or elsewhere, and never become acquainted. A few brave spirits started a Saturday Evening Association in one corner of the city "to discuss methods for mutual improvement." But the principals frowned. "When women get their heads together there is sure to be trouble," somebody said, and the small beginning died out—killed off by official suspicion of hidden dynamite!

The comrade spirit may be somewhat lacking in our profession, but we do not believe that human nature is any more intensely human among us than in any other class of workers. We do not believe that teachers were any nearer Pandora's box when the winged evils flew out to torment the world, than any other set of people. 'Tis true, envy, jealousy and conceit, are in our camp as they steal into every other; but there are armies of children there also, as in no other—remember that—and *they* should do much to banish the evil intruders by the constant reminder that their presence gives of the object and sacredness of our work, and the necessity of a clean-swept heart to do it well.

After the children and each other, who comes next? Whom do we touch closest in our everyday work?

The Family! And here is where the country or village teacher has an immense advantage over those in cities, as she may come into closer contact with the homes and parents of her children. Why, my dear teachers! *do* we ever stop to consider that our children are what their homes make

them? Heredity is a force that we may beat against till we retire battered, worn, defeated. One of the greatest mistakes that can enter into a teacher's calculations is to attempt or desire to work independently of the family. It may run smoothly for a time, but discord will surely come. There are so many chances of touching wrong notes, and when once the jangle begins, harmony is scarcely to be hoped for, without that most efficacious of all remedies—the personal presence of the teacher in the very midst of the home-circle, if he or she goes as a helpful, kind-hearted, whole-souled man or woman.

Leave the *teacher* at the school house. Don't take that office with you; that is the very thing they are afraid of. But if you have any magnetism, any social tact, any power of adaptation, *take that*, and you will not lose your visit, though it may seem to be as forbidding as in the case of an earnest teacher who tells a most amusing experience of her attempt to reason with the parents of a boy conspicuous in the school room for his absence. Entering a little, low, desolate room, where the mother was at the wash-tub in one corner, and the father sat smoking an old black pipe in the other, half lost in the dozing abstraction that belongs to this —*vice*, she bravely seated herself and began a series of pre-arranged arguments, growing more and more eloquent as she went on uninterruptedly to the crowning appeal for the boy's training for American citizenship,—when the old gentleman, looking up to her out of the smoke-haze, blandly said, "They always did say you were a great talker," and resumed his silence and his pipe.

As disappointing might be found an experience of my own in calling upon the aristocratic mother of a little girl who was habitually and incorrigibly tardy. I passed a carriage waiting at the door, with its "coat of arms" and liveried coachman, as I climbed the marble steps and was most condescendingly shown to a darkened parlor by an automatic combination of ebony and brass buttons. After a properly lengthened time, the lady stood majestically before me, heard my errand, and said: "Madam, I have a theory in bringing up my children. I never wake them in the morning. I wait for Nature to do that," and silently waited for me to retire—which I did, with shut teeth, resolved that that little girl should get to school in season, and of her own free will, too, "Nature" and "blue blood" to the contrary notwithstanding. I went to school next morning, upset my whole programme, and put in a game of multiplication table just after the opening exercises, carrying along the whole thing in a furore, knowing that at the first recess the tardy girl would get a glowing description of it. In three days she was in her seat at nine o'clock in the morning, wide-awake for the new game; and, after a few lapses, was able to carry home a perfect "monthly report" for punctuality—"Nature" very kindly coming to my assistance, as she always will if we trust her, in the form of the child's prevailing passion for a "good time" over everything else, morning nap included. No matter at what end of the social scale the visit is made, it will surely "tell," if only in its reflex influence on ourselves—oft-times the very thing of all others most needed.

There is a great deal of work in common between parents and teachers, that is not always recognized by the teacher, but to which the parents respond with quick appreciation. They may not be thrilled with our last pet theories of mental development according to Pestalozzian principles, nor can we be supposed to be profoundly stirred with the maternal anxiety over the deplorable ventilation in the last new pair of boy's stockings—but step out into the common working-ground of character-building, and the parents must be very low down in the scale of cultivation that will not recognize it gratefully. Lessons in truth-telling, unselfishness, promptness, and honor to parents, will rarely fail of reaching the home gratitude. Touch the personal habits of the child by rousing a pride in personal neatness, and home sympathy will be alive at once. Why, I've never had such gushing notes of thanks from mothers for anything I ever did for their children as for my efforts for clean teeth, nails, and boots. Perceptive powers and "concepts" may be far-away and vague terms to them, but to see the boy and girl willing to be clean and polished will touch a tender spot in the parental heart that will yield a helpfulness to the teacher's demands in other things not so well understood as these.

"Only look at my boy's boots," said a friend the other morning, as her son of ten years started for school; "nothing would have induced him to go in that way last year, and yet his present teacher is considered far superior to the other. It may be so," she sighed, "but little Miss Robinson was making a man of my boy very fast, and I was so sorry to have him leave her room!" Which teacher came closer into the family—the one who took no laurels for high per-

centages, but made the boys more manly every day, or the "superior" one who ignored the little things that make up character and home reputation, at one and the same time? Believe me, teachers, our standing in the family is, in most cases, a truer test of our worth than the high figures of scholarship by which we dazzle our principals and disturb our fellow teachers.

Parents do not see enough of our school work. How shall we manage to get them into our school rooms when we are not on dress-parade?

What the children tell of our teaching must always be fragmentary, as seen from their little angles of momentary fancy, and taken by itself gives no just idea of the all-sidedness of our endeavors.

But we must beg of them at the same time to not always "talk school" to us, but to try and see if we cannot talk something else. The school feeling is the very thing we want taken from us at the close of the day or week; we want to think a new set of thoughts; we want to feel a new set of feelings; we want to meet them as men and women bound together by the little ties of common humanity, and to laugh, enjoy and sympathize with the commonest details of everyday life.

We do not say that the position of the teacher in the family should be a thousandth part of a degree higher than that of their revered minister, but we do modestly affirm that it should not be a thousandth part of a degree lower; indeed the school-room, the family, and the church, seem to me a trinity of organization that should work harmoniously together, each supplying what the others cannot do without.

But a unification of these gives us, as a whole, that which is termed *society*, towards which the teacher holds a relation as marked and important as it is peculiar and obligatory. By Society I do not mean the flutter of the butterfly element of humanity, dancing in the sunlight to-day, airily regardless of the busy bee and honey cup that are laying up treasures for the morrow; but I mean the companionship and intercourse of human beings who are doing the world's work. I mean the thoughtful, earnest people who recognize humanity and see in its needs, its sympathies and its inter-dependent relations the beneficient designs of the Creator, who so "fitly framed" all together, making the harmonious working of each part necessary to the perfection of the whole.

But with the upbuilding and uplifting forces of the world's activities, the teacher takes her rightful place as fitly as the planets keep theirs, in the revolutions of the solar system. If she does not take it, it is her own fault. If she does not fill it after she gets there, and is not accepted and welcomed as a necessary factor in the grand working-out of the great problems of life, it is her own fault. Here we are met by the objection of the wearied teacher, "I have no time for society. My school takes all my time and strength, and when that work is done I must rest." I sympathize with this as only a teacher can who has made this objection a hundred times herself. But while we are right, we have been wrong. So varied and numerous are the increasing demands made upon the teacher in the present "courses of study," that if thoroughly met, only the weariness of complete exhaustion can result, since, of all occupations, there is that in the very nature of teaching and hourly contact with children, that *draws upon the whole being at the same time, as no other work does.*

If the dawn of the Educational Millennium begins to light up the hill-tops of the enlightened world, as is so generally predicted, we must earnestly hope the first effects of the "good time coming" will be to wisely select from the overcrowded regime of our school studies such as shall illustrate the "survival of the fittest," and cast off some of the dead weights that hold back progress, and sinfully absorb the teacher's strength. Perhaps, after all, the surest way to help on the "kingdom come" of this desirable reformation is to enter society, and influence it to a consideration of these very questions. As to this "*rest*," it comes in steering right out of our everyday channel into the broad ocean of human contact, communication and sympathies. We need to "speak" other crafts, inquire into their destination, cargoes and sailing time—to dip flags, exchange salutes, and get new inspiration as we pass by under full sail and flying colors—and yet always listening for the signal of distress from some unfortunate mariner, half-wrecked over there in the merciless waves of critical censure, and ready always with the life-boat of helpful sympathy in this uncertain voyage of life.

The teacher needs the contact with society to give *breadth*, and to offset the inevitable tendency to narrowness and autocracy that comes from standing every day before children, accepted by them as an ultimatum of authority, and well-nigh of infallibility. A character must be marvelously well-bal-

anced not to be injured or warped by this natural homage, as continuous as the drop of water that wears a way into the stone at last. We acquire a conceit of tone and a pedantry of manner of which we are wholly unconscious. "I can tell a teacher as far as I can see one," we have all heard quoted, and it is not pleasant to hear. We shrink from it because of what it implies. We don't like to have the *teacherisms* pointed out; we deny them, and feel resentful over it. Better far stop and see if there is not some truth in it. Are we not more intolerant of contradiction, for instance, because we never hear it or allow it in the school room? Have we not acquired a precise "prunes-and-prisms" way of speaking, because of our constant habit of correcting others? Do we not unconsciously speak in a tone of authority, and with an air of "settling things?" As we carry these out into the world in their conspicuousness, they neither impress, convince, nor win people—they rather *amuse* and repel.

Allow me to relate a little incident here that left a lasting impression with me. Upon arriving at one of our Northern watering places, our train was met by a bevy of bright youug girls who had come to meet another of their number, and as they seized upon her in the impetuous young-girl fashion to carry her off, they began to describe to her the situation. "Oh, we have perfectly lovely times," said one. "Such an one is here, and Mr. So-and-so has come, and it is just splendid! Besides, there is a Miss Jameson here who is just as jolly as she can be. She is a teacher—they say—but you will like her for all that! You would never know she was one." And they passed on out of hearing. I walked slowly behind, saying to myself,—"but you will like her for all that!" I've said it to myself a hundred times since, my dear teachers, and now I hand it over to you, to see if you can imagine what idea of a teacher this ingenuous young girl conveyed, by the honest defence of *one* teacher, not knowing *another* was hearing her. What was the concept of a teacher in this young girl's mind, that she should be so much surprised to find one companionable?

I often wonder why some other profession is not interrogated as is ours, in conversation. Fancy a lawyer, during a social call or visit, answering these questions, "Have you many clients now?" "Do you like to practice law?" "Do you not get very tired?"—or a minister in his round of parish calls, "Do you like to preach?" "Do you not get very tired of writing sermons?" The absurdity is no more marked in these cases than in the usual would-be-kind attempts at conversation with teachers by the ordinary entertainer. We have heard it said that this has grown out of the inability of the teacher to talk anything else.

At the risk of treason to the sisterhood, I must give one true instance bearing directly upon this accusation. A literary lady, probably well known to most of you, invited eight lady teachers in her own district to a lunch. It was most æsthetically given, and as much respect shown to each teacher as if she had been the greatest literary favorite of the time. School was not once referred to, but as it was just the time when Edwin Arnold's "Light of Asia" was being read by the public, she naturally turned to that for conversation. Seven of the eight had never heard of it, and the eighth had never read it, and she came to me next day inquiring if it was written by the Arnold of Rugby fame in England, and whether it had anything to do with Geography. And yet these eight ladies were bright, intelligent women, some of them superior teachers, but they were going straight ahead on their single parallel of latitude, and had no time for reading the papers or other books. Think you the discomfiture of silence would have fallen on that company had school methods or percentages been mentioned?

Thus far we have considered the presence of the teacher in society for her personal or professional benefit. In this law of reciprocal relation, what has society to gain from the teacher? Much every way, if the teacher enters it upon the right plan. Let us look at some of the characteristics of a good teacher, and see if society has any use for them: A good education; a good heart; a pure life; an observant eye; quick comprehension; keen sensibilities; rigid sense of justice; large sympathies and the instinct of helpfulness; abundance of resource in an emergency; tact; versatility of temperament; power to organize and handle masses; self-possession, and a good share of the uncommon sense of the "eternal fitness of things."

Are these qualities not in immediate requisition on every occasion, when people gather together on the highest plane of social intercourse? Are they not the very foundation stones on which good society should be based? We do not say any *one* teacher possesses all of these admirable qualifications; but we do say the profession de-

mands these as ideal, and there are a host of worthy teachers with a sufficient possession of them to make them most desirable members of society. They do not seek prominence; indeed, observation and experience proves that they rather shrink from it and prefer the role of a passive observer after the every-day leadership in the school room, but *society needs them*, and *they need society*. The want is mutual, and the benefit and pleasure should be reciprocal.

SCHOOL DAYS.

BY EMMA C. STOUT.

"DID you ever have to learn such hateful lessons, teacher? And did you have to be shut up in a close, dingy school room all day?" asked little Cora one evening as she pushed her reader and slate aside.

There was an ugly frown on the pretty face, for she was tired and spelled b-r-ee-z-e-s twenty times on the book, only to write it "breazes" on her slate.

"Yes, Cora" I answered pleasantly, "put your book away and finish that lesson in the morning, and I'll tell you of my school days."

She gladly obeyed and was soon seated snugly in my lap while I continued: "When I was a little girl I did not have a score of lovely school-mates, a handy desk, nice blackboard, folding slate and pretty books, as you have. I went to school in a cabin. My father was teacher, and I used to stand in the corner by the big fire-place and spell column after column of such words as incomprehensibility."

"Oh, oh! that's harder than breezes. How did you ever learn it?"

"Why it is only eight little words joined together. This is the way I would pronounce after father and then spell: 'Incomprehensibility; i-n, in—c-o-m, com, incom—p-r-e, pre, incompre—h-e-n, hen, incomprehen—s-i, si, incomprehensi—b-i-l, bil, incomprehensibil—i, incomprehensibili—t-y, ty—incomprehensibility."

"Dear," sighed Cora.

"I spelled through a big, ugly spelling book that way before I was allowed to learn to read. Then I learned the addition, subtraction and multiplication tables until I could repeat them as easily as you do, 'Mary had a little lamb.' I remember how I used to sing the easy lines of the multiplication table to my baby sister as I rocked her to sleep. My father taught me geography, too. I had a little book. Oh! how proud I was when he brought it home and showed me its bright new cover and painted maps, for I had been learning in the old books he had used when a little boy. How well I remember my first lesson. I thought it was so funny that the earth was round, but father hung a big, rosy apple on a string before the blazing fire, and explained why the sun appeared to move when it was the earth that was spinning round. The fire was the sun, the apple the big round world to me, while he told me what caused day and night, spring, summer, autumn and winter. Then he drew maps on my slate of bays, lakes, capes, islands and rivers. Ah! those were happy days, Cora. I sometimes long to be again the little girl by the cabin fire. I never thought my lessons hard, and never tired of my books."

CHILDHOOD'S FANCIES.

BY T. W. HIGGINSON.

I AM accustomed to make great use of an invaluable little volume, the "Brief Biographical Dictionary," and it contains one line that often arrests my attention, and has for me an inexhaustible charm. The plan of the book is simply to give in alphabetical order the name of each noted person, with his occupation, his biographer, and the dates of birth and death; thus preserving in the smallest space, as in an urn-full of white dust, the substance of each career. And among these condensed memorials—inserted between "Fleming, John, Scottish Naturalist," and "Fleming, Patrick, Irish Roman Ecclesiastic"—occurs this line:

"Fleming, Marjorie, *Pet.* (Life by J. Brown, M. D.) 1803–1811.'

That is all; but it is to me as touching as the epitaphs of children in the Greek "Anthology." Those who have read in Dr. Brown's "Spare Hours" his delicious sketch of the fascinating little creature thus commemorated, will not wonder that her life of eight years obtained for her a niche in fame's temple as enduring as that of any of her maturer clansmen. Nay, what to us is a mere "Scottish Naturalist" or "Roman Ecclesiastic" beside "Pet Marjorie?"

I would fain take this adoption of this rare little maiden into the Biographical Dictionary as an indication that we are beginning a more careful and reverent study of

childish ways. It is wrong to leave this mine of quaintness and originality to be the mere wonder of a day in the household, when even the savants are beginning to talk about "Psychological Embryology," thus vouchsafing us two polysyllables, beneath whose protecting shadow we may enter on pleasant themes. Why should we praise Agassiz for spending four hours a day at the microscope, watching the growth of a turtle's egg, and yet recklessly waste our opportunities for observing a far more wondrous growth? Or why should the scientific societies send agents to study the Chinook jargon, or the legends of the Flathead Indians, when the more delicious jargon of these more untamable little nomads remains unrecorded? Mr. G. P. Marsh has drawn important inferences as to language from the broken English of children; and there are themes of study, more absorbing still, in their broken and fantastic imaginations.

Care and duty hem us in so closely during maturer years, that we should become dry and desolate but for constantly recurring to the one period of life when the limitations of space and time do not oppress us, and the far off is as the near. The baby who puts out his little hand for the moon is compelled to draw it back empty, yet he puts it forth many times again. My friend's little daughter, after having the stars for the first time pointed out to her, requested next day to have "two little stars with sugar on them for breakfast." And in their first dealings with human beings children set aside the petty barriers of generations and centuries in the same fine way. "Mamma," said in my hearing the little daughter of a certain poetess, "did I ever see Mr. Shakespeare?" It was at the dinner-table and between two bites of an apple. On another occasion the same child said with equal confidence, "Mamma, did you ever know Cleopatra?" There was no affectation about it; she was accustomed to seeing literary people and other notabilities at her mother's house; and Shakespeare and Cleopatra might have come and gone, arm in arm, without exciting her half so much as the arrival of a new paper doll. Thus a child traveling with me, and seeing me salute, at a railway station, a certain Methodist minister of great dimensions, inquired, with casual interest, whether that was the pope? To assign to the pope his proper place in space, and to Shakespeare or his heroines their rightful position in time,—what have children to do with such trifles? Matters more important claim their attention; are there not hoops and skipping-ropes and luncheon?

And when the imagination of children thus sets out on its travels, it embraces with the same easy sweep the whole realm of mythology and fairyland, still without questioning or surprise. A young gentleman of my acquaintance, aged seven, who had already traveled in Greece with his father, and who was familiar by hearsay with the Homeric legends, formed lately a plan of vast compass for summer entertainment. He proposed to his father that they should erect a hotel on one of the Plymouth (Massachusetts) hills, and should engage all the Greek gods and goddesses as permanent attractions for the possible boarders. He suggested that these deities had been "turned out" so long that they would doubtless be glad to get places, and he could afford to pay them handsome salaries out of the profits. It was a part of the scheme that Agamemnon, Ulysses, and others, should also be engaged to "preach" at the hotel, giving in their discourses a narrative of the Trojan war. This course of lectures was to last ten years, and to be repeated in every decade; and finally Orpheus and the Nine Muses were to give a series of concerts for the benefit of the enterprise. This plan he devised for himself and quite independently of his father, but wished that gentleman to use his influenne with the colleges toward securing the necessary spectators. This appeal was met by the generous pledge of a hundred tickets from Cambridge alone, whenever this "grand combination of attractions," as the programmes say, should be brought together.

In what land of blissful fancy do children dwell, when they build up such visions as this—eager to talk about them, wounded if they are ridiculed, desolate if they are crushed, and yet never absolutely believing them to be wholly true? In maturer years we still yield ourselves with some readiness to fancy; we weep at the theater; actors themselves weep. Charles Lamb's friend Barbara S. remembered, in old age, how her neck had been scalded in childhood by the hot tears that fell from the eyes of Mrs. Porter, as Isabella.

I knew a little girl who was found sobbing in bed, one night, unable to close her eyes, long after her usual time of slumber. With much reluctance and after long cross-examination, she owned that her sorrow related solely to the woes of "Long Tail" and "Blue Eyes," two devoted rats, whose highly-wrought advantures she had just been

reading in a child's magazine. "Blue Eyes" had been caught in a trap, from which "Long Tail" had finally rescued her, but their sufferings had been so vividly described, that it was long before she could be induced to view it as anything but a real tragedy. Less easy of persuasion was a child once under my charge, a boy of twelve, unusually strong and active, spending almost his whole time in the open air, who was yet moved by the story of "Undine" to such exaggerated emotion, that he lay awake the greater part of the night, in an agony of tears, which grew worse and worse till I hit upon a happy thought, and imagined for him a wholly new ending to the tale,—bringing Undine out of the water and re-uniting her to Hildebrand, so that all should live happily ever after. Being offered this entirely ideal refuge from an equally ideal woe, my poor little pupil dried up his tears and was asleep in ten minutes.

We are apt to be amazed that children should thus lend themselves to be profoundly moved by what they do not, after all, accept as truth. But what know they of real or unreal? The bulk of the world's assumed knowledge—as that the earth revolves around the sun—is to them as remote from personal verification as their fairy stories, and seems more improbable. They have to take almost everything for granted, and the faculty of "make-believe" is really in constant exercise, whether in study or play. "Only the Encyclopedia to learn," said Lord Chatham, with doubtful encouragement, to his boy; but, so long as it is all hearsay, how is any one to draw the line where the wonders of the Encyclopedia end, and those of the "Arabian Nights" begin?

"I should think," said my little cousin to me, as he hung enraptured over the "Pilgrim's Progress," "that those Apollyons must be a bad kind of fellows to have about!" He would have taken the same view of rattlesnakes, never having actually seen either species of monster. Sir Philip Sidney says, when speaking of the old theatrical practice of labeling the stage-scenery, "What child is there, that, coming to a play, and seeing 'Thebes' written on an old door, doth believe that it is Thebes?" But all history, and art, and science, are but so many stage-doors to the child, and they are all labeled Thebes, or something still more incomprehensible. Even Keats begins his classification of the universe with "things real, as sun, moon, and passages of Shakespeare." The truth is, that the child does not trouble himself to discriminate between the real and ideal worlds at all, but simply goes his way, accepts as valid whatever appeals to his imagination, and meanwhile lives out the day and makes sure of his dinner. Luckily, you can by no means put him off with any Barmecide delusion about that.

We do not sufficiently remember that the most humdrum daily life is essentially ideal to an imaginative child, or is, at least, easily idealized. One secret of the charm of "Charles Auchester" is that in the early chapters it describes the enchantment produced by music on many a susceptible child, portraying emotions such as many have experienced, but none had ever before dared to describe. There is nothing in it which overstates what I can remember to have felt in childhood when lying awake in bed, after dark, and listening to my sister's piano. It may have been a nightly ten minutes, at most, but I perceive now, in looking back, that the music lulled all childish sorrows to sleep, and drew a curtain of enchantment over the experience of every day. And even without such melodious aid, children will take the echoes of the most prosaic events and weave them into song and legend for themselves. How vivid the picture of the lonely life of the Bronté household, with their nightly dramas, into which Bonaparte and the Duke of Wellington enter, and the wayfaring man at the door is caught up into the romance. But a thousand such childish experiences are unrecorded. We go to visit the families of our friends, and find that we have long served as *dramatis personæ* to their children. They have only heard of us, have never seen us; but they have long since painted us in their pictures, played us in their games, named dolls or boats after us, and taken us with them on imaginary voyages to the North Pole. They have supplemented their own lives, in short, by including in fancy the experiences of every life with which they have come in contact.

It is a common thing for children to live in some world of their own, apart from all their daily duties and belongings. In one household of my acquaintance, two little girls possess a private fairyland named "Blab." All their play hours are passed in it; its secrets are known to them only—even their parents are not admitted; but their baby sister, not yet two years old, is by birthright a citizen of the realm, and acts with great dignity her part in its pageants. They have invented for this enchanted land a language, both spoken and written,—their father, it should be said, is an eminent linguist,—and they have devised novel com-

binations of letters, to express sounds not represented in the English tongue.

I knew another child who spent her summers on a charming estate by the sea-shore, with her grandfather for chief playmate. They jointly peopled with a fairy world the woods and rocks around them; every rocky cave, every hollow tree, every hole in the ground, was full of enchantment. There were paths and ravines where it was forbidden to walk fast or speak aloud. The two playmates would steal off by themselves and hold secret converse, for hours, concerning these wonders, till, on one unlucky day, the elder conspirator forgot himself so far as to speak disrespectfully of the prime minister of the Court of Fairyland. No actual peril could have taken more apparent hold of the child's imagination. She walked up and down, wringing her hands, and endeavoring to propitiate the supposed wrath of these beings unseen, by such highly wrought appeals as this:

"I come to implore you in behalf of my beloved grandpapa! Spare him! O respectable Green Bird! do his doom lightly!"

Another child of my acquaintance created for himself, before he could speak plain, a realm less fairy-like but more fantastic, whose ideal hero was named "Mr. Dowdy." The materials for his career were all drawn from the incidents of daily life in the streets of Boston, where the child dwelt; and nothing was seen from the windows that was not immediately glorified among the incidents of Mr. Dowdy's life. Going once to spend a night at the house, I found the elder members of the family quite excited about a public meeting which they had attended, and which had been broken up by a mob. I had petitioned, as usual, that the little boy might sleep with me, for his imagination, like that of most children, was liveliest at first waking, and his prattle was, when taken in moderation, a great delight. I accordingly found his pretty head lying on my pillow at bed-time, and was aroused the next morning, to listen with drowsy ears to Mr. Dowdy in full career. Nestling close to me, the young narrator proceeded. The excitements of the night previous had added to his vocabulary a new word; and accordingly, "Mobs" appeared on the scene as a new figure, a sort of collective unit, antagonistic to all good—a prince of the powers of evil—a malign being who made unseemly noises, broke benches in halls, and forced peaceful aunts to flee for their lives. To "Mobs" malignant enters the virtuous and triumphant Dowdy, and the scene thus proceeds:

"Then Mobs come up 'tairs again, make a noise, frighten the people, frighten Aunty. Then Mr. Dowdy come; he set his dog on Mobs; eat him all up; drive him away."

Then rising in bed, with an air of final decision and resistless fate:

"It says in Queen Victoria's book, that outragis Mobs must be put down-'tairs!"

So heartily had I gone along with the flow of narrative, that I hardly felt disposed to question the infallible oracle thus cited, and "The Koran of the Sword" seemed hardly a more irresistible appeal than Queen Victoria's book. I had not the slightest conception what it meant; but, on inquiry at breakfast, I was shown one of those frightful medical almanacs, such as are thrown in at unoffending front doors. This, it seems, had been seized upon by one of the elder boys, and one of its portraits had been pronounced to look just like the pictures of Prince Albert. It had afterward passed to my little friend, who had christened it, for the alleged resemblance, "Queen Victoria's book," and hung it up, to be henceforth cited solemnly, as containing the statutes of the imaginary realm where Dowdies dwelt.

More commonly, I suppose, this ideal being is incarnated in a doll. I knew a little girl who spent a winter with two maiden ladies, and who had been presented by one of them with a paper doll, gorgeously arrayed. She named it the Marquis, and at once assigned to that nobleman the heart and hand of her younger hostess. He was thenceforth always treated with the respect due to the head of the house; a chair and plate were assigned him at table, though, for reasons of practical convenience, he usually sat in the plate. "Good-morning" must always be said to him. The best of everything must be first offered to him, or else Lizzie was much hurt, and the family were charged with discourteous neglect. Indeed, she always chose to take the tone that he did not receive quite the consideration to which his rank and services entitled him; and when she first awaked in the morning, she would give reproving lectures to his supposed spouse. "He does everything for you," the child would say to this lady; "he earns money, and buys you all that you have; he shovels your paths for you"—this being perhaps on a snowy morning when that process was audible—"and yet you do not remember all his kindness." The whole assumed relationship was treated as an absolute reality, and the lively farce lasted, with undiminished spirit, during the whole of a New England winter.

It is matter for endless pondering. What place does this sort of thing really occupy in a child's mind? It is not actually taken for truth; the child will sometimes stop in full career and say: "But this is all make-believe, you know," and then fling itself again into the imaginary drama, as ardently as ever. These little people know the distinction between truth and falsehood, after all, and the great Turenne, when a boy, challenged a grown-up officer for saying that Quintus Curtius was only a romance. These fancies are not real; they are simply something that is closer than reality. This makes the charm of that inexhaustibly fascinating book, "Alice in the Looking-Glass," a book which charms every child, and which I have yet heard quoted by the President of the London Philological Society in his annual address, and to the reading of a chapter of which I have seen Mr. Darwin listen with boyish glee by his own fireside. No other book comes so near to the very atmosphere of the dawning mind, that citizen of an inverted world, where the visions are half genuine, and the realities half visions. After Alice in the story has once stepped into the looking-glass, passing through it to the world where everything is reversed, she is at once amazed by everything and by nothing. It does not seem in the least strange to be talking with the queen of the white chessmen, or to have her remember the things that are not to happen till week after next. Alice in the pictures never loses the sweet bewildered expression we know so well, and yet she is "always very much interested in questions of eating and drinking," and is as human and charming as Pet Marjorie. Who shall disentangle the pretty complication? The real and unreal overlap and interpenetrate each other in a child's mind, film upon film, till they can be detached only by a touch as subtile as that of Swinburne, when he essays to separate the successive degrees of remoteness in the portrait of a girl looking at her own face in a mirror, —a poem on the picture of a likeness, the shadow of the shadow of a shade.

> "Art thou the ghost, my sister,—
> White sister there?
> Am I the ghost,—who knows?
> My hand, a fallen rose,
> Lies snow-white on white snows, and takes no care."

Nor does it require any peculiarly gifted temperament to bring forth these phenomena of childhood. Given the dawning mind as agent, and the wonderful universe as material, and all else follows of itself. Some of the most remarkable stories I have ever known were told of children whose maturer years revealed nothing extraordinary, just as I heard the other day of a girl who could hum the second to a musical air before she could speak, and who, on growing up, proved to have hardly any ear for music. There never was a child so matter-of-fact, perhaps, but his mind, on coming in contact with the outer world, encountered experiences as hazy as the most dreamy poet could depict. In older people we can discriminate between different temperaments, but childhood is in itself a temperament, or does the work of one; and it is brought face to face with a universe of realities so vast and bewildering that you may add all the realm of the impossible and hardly make the puzzle more profound.

In Hans Andersen's story, the old hen assures her chickens that the world is very much larger than is commonly supposed—that indeed it stretches to the other side of the parson's orchard, for she has looked through a hole in the fence and has seen. But to the child, the whole realm of knowledge is the parson's orchard, and all experience is only a glimpse through some new hole in the fence. What deceives us elders is, that the child placidly keeps on his way through this world of delusion, full of his school and his play, and accepting everything as easily as we accept the impossibilities of our dreams. He is no more concerned with your philosophical analysis of his mental processes than were the pigeons reared by Darwin with the inferences he drew from their plumage and their shapes. Holding in himself, could we but understand him, the key to all mysteries, the urchin does not so much as suspect that there is a key to be sought. If he bestows one thought upon the problem of his existence, he dismisses it easily with the assumption that grown-up people understand it all. But his indifference lulls the grown-up people also, and even as we watch him his childhood passes, and his fancies "fade into the light of common day."

Thus much for the forms which a child's fancy wears. They might be further illustrated by endless examples, but let us now consider the influence exerted by this faculty upon the other powers. It is certain, to begin with, that the imagination is, next to love, the most purifying influence of a child's life. In proportion as the little creature absorbs itself in an ideal world, it has a mental pre-occupation "driving far off each thing of sin and guilt." Indolence or selfish reverie may come in, doubtless, but not

coarseness. In a strongly imaginative childish nature, even if evil seems to enter, it leaves little trace behind, and the soul insensibly clears itself once more. The foundations of virtue are laid in the imagination, before conscience and reason have gained strength. This is according to Plato's theory of the true education, as given in the second book of "The Laws." "I mean by education," he says, "that training which is given by suitable habits to the first instincts of virtue in children; when pleasure and friendship, and pain and hatred [of vice] are rightly implanted in souls not yet capable of understanding the nature of them, and who find them, when they have attained reason, to be in harmony with her. This harmony of the soul, when perfected, is virtue."

I do not, by any means, assert that the ideal temperament tends to keep a child from all faults—only from the grosser faults. The imagination may sometimes make him appear cowardly, for instance, through the vividness with which he imagines dangers that do not touch the nerves of the stolid or prosaic. On the other hand, the same faculty may make him brave, when excited by a great purpose, excluding all immediate fears. So the imagination may make him appear cruel sometimes, when it takes the form of an intense desire to solve the mystery of life and death, and to assert the wondrous fact of human control over them; an impulse beginning when the boy kills his first bird, and not always satiating itself in the most experienced hunter. But the same imaginative power may also make him humane, if it be led to dwell on the sufferings of the animal, the bereaved nest, the dying young. "God gives him wings and I shoot him down," says Bettine. "Ah, no; that chimes not in tune." I suppose we are all at times more sentimental than we consent to acknowledge, and at other times more hard-hearted; and it is for education so to direct our imaginative power that it shall help us in the contest between right and wrong.

Nevertheless parents, as must be owned, often regard the imagination as a faculty to be dreaded for their children. People are like Mr. Peter Magnus in Pickwick, who disliked anything original, and did not see the necessity for it. They assume that this faculty is a misleading gift, tending to untruth—making a boy assert that a hundred cats are fighting in the garden, when there are only his own and another. Yet even this extreme statement is not to be ranked among deliberate falsehoods—it is only an intense expression, what the Greeks called a plural of reverence. For the boy two cats are as good or as bad as a hundred, if they only scratch and sputter enough, which, indeed, they are apt to do. He cannot report the battle as greater than his imagination sees it. Objectively there may be but two cats, subjectively there are a thousand. Indeed, each single animal expands before his eyes like that dog in Leech's "Brown, Jones, and Robinson," which is first depicted as it seemed to those travelers—vast, warlike, terrific;—and afterward, as it would have seemed to the unimaginative observer, only a poor little barking cur. To give the full value of the incident both pictures are needful, and it is only when the power of expression matures that we learn to put both into one, securing vividness without sacrificing truth. Professor Jared Sparks, the most painstaking of historians, used to tell us in college that no man could write history well without enough of imaginative power to make it graphic.

The fables of children and of child-like nations, even where they give tongues to animals and trees, have an element of truth which causes them now to be collected for the purposes of science. While the philosopher looks for the signs of human emotion in the facial expression of animals, children boldly go farther, and attribute words as well as signs. "I was never so be-rhymed," says Shakespeare's Rosalind, "since Pythagoras' time, that I was an Irish rat, which I can hardly remember." But children, as Heine says, still remember when they were animals and trees; and the theory of transmigration always has great fascination for them, as all those who were brought up on "Evenings at Home" will recall. Even the conception of their own preexistence sometimes gets into their heads. A meditative little fellow, the son of a friend of mine, waked one morning with the mystical remark on his lips: "Mamma, we have all been here more than once, and I was only the last that was sent." In the thought of God and of the future life, too, their imaginations have play, sometimes leading to the most familiar and amusing utterances, and then to words that help older minds to trust a higher guidance, and to keep an outlook into spheres unseen. The easy faith of children strengthens our own, and reminds us that the very word "juvenile" comes from the Latin *juvo*, which means "to help."

Every autumn I collect in my room the young seed-vessels of the common milk-weed, which may be found by every roadside. They presently open, and all winter long the graceful tufts of sheeny silk are slowly detaching themselves with constant, tireless, noiseless motion; each mounting into the currents of warm air and silently floating away. You cannot keep these little voyagers down; you cannot guide them as they soar; they are presently found clinging in unexpected places and are set free at a touch, to float away again; they occupy the room with a delicate aërial life of their own. Like these winged things are the fancies of childhood, giving to the vital seed of thought its range; bearing it lightly over impurities and obstructions, till it falls into some fitting soil at last, there to recreate itself and bear fruit a hundred fold.

Scribner's Monthly.

INCIDENTAL TEACHING IN PRIMARY SCHOOL WORK.*

BY MRS. HARRIET KEMP.

Mr. President, Fellow Teachers, and Especially Fellow Primary Teachers: I wish to lay down as a principle of Primary Instruction, that every time a teacher speaks she should aim to educate; and for this reason she should speak a great deal. Her words should suggest or remind, inform or guide, or in some way benefit the pupil; and I have special reference to the incidental talking of the teacher, or I might term it the indirect teaching. But in fact, the best direct teaching will seem incidental to the pupil—and why? Because it is natural—it is the way in which he has learned a thousand things without knowing it. Mark you, there is nothing incidental to the teacher—there is "method in her madness!"

Let me endeavor to show how the principle stated is violated in the many casual remarks it seems necessary for the teacher to make in the course of each day—remarks, too, which may often have little to do with the regular lessons. A child is asked to move that way; to bring those things; to hang up his hat there; to make a pattern with five of these and as many of the others (referring to certain forms); to tell whose cap this is; to correct that word, etc. In each of these expressions the teacher missed an opportunity for educating her pupils.—Move to the right; bring the squares and triangles; hang your hat on the fourth row of pegs; make a pattern with five oblongs and as many rhomboids in it; tell whose blue cap this is; correct the word "small," etc. Expressions such as these, it is readily seen, continually call into play some faculty of the child, and the mind grows unconsciously.

With the latter part of this principle constantly in mind, why will a teacher keep her school *unoccupied* for one moment (unless for the discipline)? I do not mean to say, that if she have—as will sometimes happen—a few minutes to spare, she will always be giving a regular lesson; but she will provide mind food by means of some little manœuvre or attractive remark, if it be but to draw attention to Johnny's red tie or the shape of Jenny's hat! Not only many interesting facts are thus brought to the pupil's notice, but such occasions may be used to introduce new words for familiar objects and ideas.

Fred is thanked for the pretty iris he brought—he had called it, and very properly too, a "flag;" his Johnny-jump-ups are violets; and as the rose leaves fall upon the floor, his teacher exclaims "Who would think that the rose had so many petals!"—thus acquainting the children with new terms in their right connection and hence intelligible to them; and all this in the fragments of time which some pride themselves upon using to the best advantage when, by a cat-like vigilance on their part, the school is kept perfectly still!

The teacher who fails to make this incidental *talking* tell, is likely to use many empty words in the *regular lessons*, or else why do we hear so often reiterated such an expression as this: "Now let me see, whom shall I get to divide these apples for me?" She thinks that thus interest is aroused. It would be more effectually done had she called promptly on the boy whom she sees to be casting about for something other than the lesson, with which to entertain himself for the time being. The thoughts of the class are wanted on the *apples*, not on him or her whom she may choose, and that often, for no apparent reason! Such things distract the mind from the real object of thought, and are a waste of words and time.

Take the kindred expression: A question is put, and the teacher says, "Now children, I want every hand to go up—every hand now!" Teachers, how many a little child has had his poor struggling thoughts upset by such an interruption, and by the consequent clamor of more ready pupils, to say nothing of the rudeness encouraged! That violent hand-motion, often shoving it right in front of some meek little face, gives the lie to what some patient mother has tried always to instil—that before we are anything we must be ladies and gentlemen. And all this the result of a few words which failed to recognize the principle laid down.

Again, connected with the regular lessons, there may be much incidental teaching done, which is often neglected, and for it only physical exertion asked: A child is required, say at the close of a reading lesson, by way of recapitulating new or difficult words, to point to them, to underline them, to write or erase them. Now if he merely point or underline, write or erase them, has he gained all that was possible by that exercise? I think not. Much valuable repetition of the words and consequent

* Read before the State Teachers' Association at Allentown, July 8th, 1886, by Mrs. Harriet Kemp, of Allegheny City, Pa.

interest are lost, because when he pointed or underlined, or wrote with his hand, he did not at the same time use his *tongue* and *say* the word. I am led to believe that these—shall I call them *dumb* motions?—are very general, for I have never received a class of pupils who had been trained to *talk* and work together in the way indicated.

To illustrate this point further: Suppose a class at the board have written from dictation a list of words, and the teacher wishes them erased—did she benefit the class as much, when she said, "Erase your work," as if she had said, "Erase the fourth word, the longest word, the word 'fan,'" &c.? When told to erase their work simply, she gave the children nothing to think about for the time being, but the erasing. Was that in itself of any value? Were they growing intellectually while so engaged? Were their thoughts wanted on the erasing, or on the words? If on the *words*, she would have done well to resort to some such device as I have hinted at for diverting their minds from the mechanical, and holding them to the thing it is desired to teach.

This matter of talking by the *pupils* is absolutely indispensable in object lessons; without it, I can conceive of nothing more barren! For a child to trace the curved face of his marble, to point to the right angles of his handkerchief, to place his hand on his heart, to feel the velvet pansy petals—to do all this and never say one word—what an unnatural, and hence uninteresting proceeding! But how magical almost is the effect, if each act is accompanied by some statement in reference to it, clothed in the natural language of the child. The forms of expression will vary in direct ratio with the ingenuity of the teacher. But whatever is done, the tongue should be kept going with the hands and eyes. Each child should be made to feel that he is liable, I may say, to be *pounced* upon at any moment, to do and say something.

To this end, the teacher should be continually watching the action of the child's mind—seeing that it is constantly and profitably employed. Let her forestall lack of interest by some correction; anticipate John's probable mistake by referring to Annie's well-done work; suggest, think the child's thought, appeal now to curiosity, now to a desire to please, now to the sense of right, etc. Order will take care of itself as long as the mind is profitably active. But this can only be done by a practical acquaintance with Pestalozzi's secret, that of "*finding out at each moment*, what instruction the child stands peculiarly in need of, and what is the best manner of connecting it with the knowledge he already possesses."

"Prevention is better than cure," and any and all precaution taken to remove opportunities for demoralization among pupils, is the most truly incidental teaching of all! The less a child sees and hears of rudeness, the less likely will he be to practice it. If in the assembling matters are managed so that there is no possible chance for disputes as to position; if in hanging their wraps, things are arranged so that there is no excuse for shoving nor trampling on hats and caps; if by a little calculation delays are obviated and collisions avoided; if by previous forethought materials for illustration are conveniently placed, many opportunities for disobedience and deception are withheld, and the inclination thereto thus far weakened.

Then, too, polite behavior, like right conduct is better taught incidentally than in a more formal manner. The teacher's self is one constant, often unconscious, object lesson. Her requests rather than her requirements, will beget a corresponding spirit in the pupils, and "ask" will take the place of "tell." Her addressing them by name will suggest their proper mode of introducing a request or delivering a message. A constant watch upon her physical movements, her erect independent carriage, can not but re-act upon those who for hours each day, may not, if they would, be non-conductors! To say nothing of the exponent which she is to them of all that is good, she should also be the embodiment of truth and the "soul of honor!"

And now, while the principle stated at first and the incidental teachings resulting therefrom may not lead—if carried out never so perfectly—to such radical changes in teaching as I am sometimes tempted to believe, it is a question with me whether it would not be well that the instruction of the first year be chiefly oral, illustrated as much as possible by appeals to nature; that all written work and even reading be excluded, and for the reason that, in acquiring skill in the expression of an idea, the idea itself is weakened and often lost sight of—that, as Spencer says, "in proportion as there is attention to the signs, there is inattention to the thing signified."

I fear that a large part of each day's so-called teaching might not improperly be classed as "unskilled labor." Out of say seven lessons in a session, how many have really produced thought? Have not several been given almost wholly with a view to mechanical execution? What of the Writing lesson?—the Number lesson? Even the Reading lesson has too often resolved itself into a meaningless repetition of words or sounds, apart from any ideas whatever. As I stand day after day at the chart or board, trying to teach another word, and as the little ones look so weary and disgusted; and as after I have, with what skill I possessed, got a boy to understand that $\frac{1}{3}$ of 5 is $1\frac{2}{3}$, he, with commendable pains in the matter of figure-making, but with no other thought, writes $\frac{1}{3}$ of 5 is 5!—it seems to me that we have not yet discovered how best to teach school, during the first year at least!

How different when objects are examined or a story is told. How cheerfully things having curved edges are sorted from those having straight! blue sticks from purple, or the veins of a leaf are traced! The very child whose attention it is usually so difficult to hold is then the most eager to respond, and, self-tortured, one asks, Is it not a pity that such a child at least could not be taught in the line that so interests him?

In short, would not time be saved, if one year

were spent in teaching children to observe familiar objects closely, to think profitably, to talk reasonably well, and to acquire a sprightliness and naturalness of manner, as a foundation for the work of the second and following years? To attain which, let everything be oral and experimental, and as far as practical, be made to appear "incidental!"

The results of this "incidental teaching" are not always apparent, and may not be easily labeled in a grade book, and even when they are, may not seem proportionate to the outlay; yet such a course involves teaching much in advance of what often goes by that name, and for which, at present, there is no adequate recognition nor compensation!

A DISCERNING TEACHER.

A TEACHER has charge of a school in a country town, early in her career, and among her scholars was a boy about fourteen years old, who cared very little about study, and showed no interest, apparently, in anything connected with the lessons, and detentions after school hours and notes to his widowed mother had no effect. One day the teacher sent him to his seat, after a vain effort to get from him a correct answer to questions in grammar, and feeling somewhat nettled, she watched his conduct. Having taken his seat, he pushed the book impatiently aside, and espying a fly, caught it with a dexterous sweep of the hand, and then betook himself to a close inspection of the insect. For fifteen minutes or more the boy was thus occupied, heedless of surroundings, and the expression of his face told the teacher that it was more than idle curiosity that possessed his mind. A thought struck her, which she put into practice at the first opportunity that day.

"Boys," said she, "what can you tell me about flies?" And calling some of the brightest by name, she asked them if they could tell her something of a fly's constitution and habits. They had very little to say about the insect. They had often caught one, but only for sport, and did not think it worth while to study so common an insect. Finally she asked the dunce, who had sat silently, but with kindling eyes, listening to what his schoolmates hesitatingly said. He burst out with a description of the head, eyes, wings and feet of the little creature, so full and enthusiastic that the teacher was astonished and the whole school struck with wonder. He told how it walked and how it ate, and many things which were entirely new to his teacher—so that when he had finished she said:

"Thank you! You have given us a real lesson in natural history, and you have learned it all yourself."

After the school closed that afternoon she had a long talk with the boy, and found that he was fond of going into the woods and meadows and collecting insects and watching birds, but that his mother thought he was wasting his time. The teacher, however, wisely encouraged him in this pursuit, and asked him to bring beetles and butterflies and caterpillars to school, and tell what he knew about them. The boy was delighted by this unexpected turn of affairs, and in a few days the listless dunce was the marked boy of that school. Books on natural history were procured for him, and a world of wonder opened to his appreciative eyes. He read and studied and examined; he soon understood the necessity of knowing something of mathematics, geography and grammar, for the successful carrying on of his favorite study, and he made rapid progress in his classes. In short, twenty years later he was eminent as a naturalist, and owed his success, as he never hesitated to acknowledge, to that discerning teacher.—*Farm and Fireside.*

EDUCATION CATECHISMS.

THE old catechism is much shorter and simpler than the new one. It is easier to learn and easier to practice. The optimists and agnostics unite in saying that it is good enough for common use, especially so for public school work, and that those who are not satisfied can go elsewhere and pay for the privilege. We submit specimens from both the old and the new, and leave our readers to form their own conclusions.

THE OLD.

Q. Why does a child go to school?

A. Because he cannot stay at home.

Q. What is the child's first duty in the schoolroom?

A. To sit still, ask no questions, and study his lessons.

Q. What is the first duty of the teacher in the school-room?

A. To preserve order, hear lessons, and maintain discipline, with as little friction and personal discomfort as possible.

Q. What is the use of maps and blackboards?

A. To ornament the walls.

Q. What is the use of a child's eyes?

A. To look on the book a half hour without winking.

Q. What is the use of a child's hand?

A. To take a flogging if he moves his body or falls asleep.

Q. What is the use of a child's organs of speech?

A. To say "yes" or "no, ma'am."

Q. Why has a child been provided with a spine?

A. To sit up straight during school hours.

Q. What is the chief end of a school-boy's life?

A. To obey his teacher and give as little trouble as he can.

THE NEW.

Q. Why does a child go to school?

A. To be instructed and trained under the care and direction of experts, and under circumstances favorable for physical, mental, and moral improvement.

Q. What is the child's first duty in the school-room?

A. To learn the right use and enjoyment of the faculties God has given him.

Q. What is the first duty of the teacher?

A. To see that the child's faculties grow in the right direction. To give help when needed, and only when needed. To strengthen what is good and check what is evil. To present truth and honor it.

Q. Why are maps, charts, blackboards, etc., placed in a school-room?

A. For constant use, according to their several purposes, by teacher and pupil, to the end that they may aid instruction, facilitate expression, simplify rules and principles, give variety, practice, and interest to the daily lesson, and assist in clearness of comprehension and growth of understanding.

Q. What is the use of a child's eyes and ears?

A. To see and hear with.

Q. What is the use of a child's hand?

A. To acquire accuracy, expertness, and facility in the use of those material things which may become necessary or advantageous to the man in the exercise of his intelligence and in the expression of his true character and life-work.

Q. What is the use of a child's organs of speech?

A. To ask questions, declare wants, speak the truth, and honor the gifts of manhood.

Q. Why has a child been provided with muscles, bones, and the wonderful frame-work of the body?

A. That he may be strong, active, elastic, quick to move, prompt to obey his own intelligence or the commands of his superiors; to hold up his head firmly and to stand squarely on his feet, that when he has grown older he may be in form, manner, grace and action, a true man —and not a cringing slave or hypocrite.

Q. What is the true aim of school life?

A. Self-culture, knowledge of things and their use, and of words, thoughts, principles, and their meaning; ability to resist temptation and overcome obstacles; respect for things honest, reverence for things holy; love of kindred, friends, country; belief in God. To come out of school with a stronger and more healthy body, with a brighter intelligence, a clearer understanding, and a fuller knowledge of himself and of the world about him.

THE PLANTING OF TREES.—NO. I.

BY ANDREW S. FULLER. Lucy 192

SOME years since, while gratifying my taste for horticultural experiments, I was led to plant seeds of many of our native forest trees. The result satisfied me that nothing was wanting but a better acquaintance with the nature and habits of these seeds to insure success with them as uniformly as with any others; consequently I gave them subject attention, and by observation and experiment learned how to manage not only the trees of our own forests, but many foreign varieties. I would not be understood to say that I have planted seeds and raised trees of every *species* and *variety*, but have experimented sufficiently with the different *species* to know whereof I write. My success was such that the Farmers' Club of the American Institute desired me to give at one of their meetings an account of my experiments, which I did briefly. This was published as a portion of the report of the meeting in the New York *Tribune*, and from that copied by other papers throughout the country. In consequence thereof, I have received many letters asking more definite information on different points, so many that I have been unable to reply to them so fully as I could have wished.

The following pages were written for the purpose of giving such information as the public seem to desire. I have avoided, so far as I could, the use of botanical and scientific terms, having written not for professional horticulturists and men of science, but for the practical farmers. I have therefore endeavored to give the *how* rather than the *why*, the practical rather than the theoretical. The man of letters will undoubtedly find much to criticise in the literary character of the book; this fault I regret more than others can; but if I have so expressed myself that the reader can get my meaning, I shall be content. The book was written for the purpose of showing others how to benefit themselves, and while doing it to conduce to the wealth of the country. If I shall aid in awakening a more general interest in our noble forest trees, causing them to be more fully appreciated, not only for their intrinsic worth, but because they are of the many blessings bestowed by the Creator upon this our country, then my object will be fully accomplished.

Every civilized nation feels more or less the need of an abundant supply of forest trees. Whether needed for timber to be

used in the erection of houses, or in building ships, or for the more common but none the less important purpose of fuel, there is nothing that contributes more to the development of all the sources of national wealth and prosperity. America has felt this need the least; but the day is coming, if not already here, when her people will look back with regret to the time when forests were wantonly destroyed.

It is true there have been many cases where it was necessary to clear off the forest that the land might be cultivated and furnish the food necessary for the early settler; but it is well known that thousands of acres of valuable timber have been removed from land unfit for cultivation, the return from which would scarcely support the laborers who are employed in cutting and drawing it to the nearest market, or converting it into charcoal and ashes.

The land from which these forests were taken is now a silent waste, when, if the trees had remained upon it to this time, its increased value would have paid the interest on its original cost and taxes, and left a large surplus to the owner. Regrets over past follies will avail nothing unless they teach us to be wiser in the future.

In all of our large cities anxious inquiries are made for that indispensable article, timber. If we would extend commerce, ships and docks are needed, and for these more or less timber is required. The builders, the houseless and homeless, rich and poor, know and feel the need of it. Trees suitable for piles now command twenty to thirty dollars each. One of my neighbors not long since sold one hundred for three thousand dollars; ten years since half that amount would have been considered an exorbitant price. Firewood on the lines of our great railroads, miles away from our cities, sells for seven and eight dollars per cord; and if the demand continues to increase, soon it can not be had for double that amount. The demand increases, although coal and iron are persistent competitors; but the supply of wood decreases more rapidly. There is no reason why the supply should give out; there is land enough within reach of our great cities that lies uncultivated, or, what is more lamentable, unprofitably cultivated, that might be made to grow forests of good timber that would return to their owners a large profit on the investment.

I know many large land-owners who have been toiling for the last thirty years to lay up something to keep them in their old age and leave a balance to their children. They have worn themselves out as well as their land, and that something for which they have so arduously labored has not been obtained, and their children are likely to inherit a poor, worn-out farm, instead of that competency which their father expected to have left them. Suppose these men had left one-half their farms covered with the original forest, or if it was already cleared when they came into possession they had planted one-half with forest trees, and then expended all their labor upon the other half, they would have produced better crops and with more profit; one-half of their farm would have been rich, and the other half covered with a forest that would be a fortune worth inheriting.

Thousands of men are toiling this day to lay up wealth for their children, when if they would invest a small amount in land and then plant a few acres of our best forest trees, their money would grow into a fortune by the time their children had grown into manhood. To some this may appear visionary; but the writer has lived long enough to see trees grow from sapplings that would hardly bear his weight at ten years old, up to great trees two feet in diameter, and he has scarcely passed the half-way house of three-score and ten.

In many portions of our country we need forests, not only for supplying us with timber, but for protection against winds and hurricanes. The farmer's grain is often prostrated by winds that never reached his fields until these protecting forests were destroyed. Fruit-growers are seeking the best means of shelter for their orchards, and a remedy for that dry atmosphere which sweeps through their gardens, shriveling up the finest specimens, checking, if not entirely annihilating, their ardor for fruit-growing.

The little stream that formerly came singing and dancing down from the great wood on the hill is now seen only for a few weeks in the early spring and fall, and then there is nothing left but its dry pebbly track Is it not time we began to retrace our steps and again cover some of our now barren hillsides and many of our valleys with those trees which were not only an ornament and a blessing to our land, but would now be a source of incalculable wealth?

The great West, with its wide-reaching treeless prairies, feels the need of forests even more than we do in the Atlantic States. The farmer on the prairies needs a shelter from the winds, the value of which no one but those who have experienced the want

can appreciate. In no way can such a protection be provided better or cheaper than by a belt of trees. Then the convenience of having timber near at hand for building fences, stakes for vines, trees, and a thousand little necessities for which wood is indispensable.

A farmer who has provided a belt of trees around his farm has protected his fields from winds, and his grain will remain standing until ready to harvest. His fruit remains on the trees until ripe; and in a great measure his buildings are safe against those fearful hurricanes which frequently rush with such destructive force across those level plains. If people will persist in residing on these prairies, they certainly ought to be protected, but they should learn how to do it themselves, and not expect that Nature will rear it merely for the asking, without putting forth an effort on their part.

I have a vivid recollection of spending several years near those grand old prairies where the wind went and came without hindrance. One afternoon on coming home I found my house unroofed, and the place where a greenhouse stood in the morning swept clean—not a flower-pot, brick, or piece of glass left to show that I ever possessed a conservatory of fine plants. I can call to mind several instances of like character, each of which leads me to thing that a *strong* protection is often required to enable the settler of the West to *keep* his foothold after he has obtained one.

The question is, *How* shall protection be the most readily provided?—how shall we get the trees we need? My only answer is, *Grow them!* This will require time and expense, most certainly—and what blessing does not? It takes time to get wealth, unless you are so fortunate, or unfortunate, as the case may be, as to have it given you; if so, it probably required time for the giver to obtain it. The great and important truth which I wish could be impressed upon the mind of every land-owner in America is, If you want improvements, *begin*, yes, begin them now! Do not put it off because you have no time to attend to it at present, nor because it will take so many years, and a little outlay at the start. You may say, "I can not wait so long." Who asks you to wait? Time moves in spite of you. Plant the seeds to-day, and while you are making up your mind whether you will wait a few years for them or not, the trees will be growing.

How often do we meet men with abundance of means who will tell you they would like to have a few trees here or there, a vineyard, or an orchard, or a grove, and you propose that they should immediately commence planting; the almost invariable answer will be, "I don't care for the expense, but I can't wait so long." I can count many such men among my acquaintances who have made the same excuse for the last ten or fifteen years, and they have not commenced that grove or vineyard yet, and done very little toward the orchard.

There are men, however, with whom to think and to act are near relatives, and a letter which I lately received from one who is a past-octogenarian calls to mind a circumstance which happened several years ago; it also illustrates the fact that there is never a period in life in which a man may not do some good to somebody by planting trees, and often he will gather the blessing himself, although he little expects it. When I was in my fourteenth year, a gray-haired uncle of sixty, who had just purchased a new farm, requested me to pull up some of the young trees which were growing in masses in my father's garden, and put them on a load of goods which were going to his place. With the assistance of my father I did so, tying the bundle to the body of the wagon, as there was no room on the load. I well remember the remark of my father at the time: "Uncle John, you are rather old to think of growing an orchard." "Never mind," replied my uncle, "it is certainly not too late for me to try." That uncle still lives, and has been enjoying the fruit of those trees for many years. It is well that we can not all be sure of living to such a venerable age, for in that case I fear we would never begin, as "Time enough" would become the motto, instead of, as now, "No time."

The period has now arrived when this subject of growing forest trees requires not only agitation but action. Our numerous agricultural societies should lend their aid by giving premiums for the best endeavors of individuals. Let there be lectures upon the subject, not by the city or village minister, lawyer, or editor, unless they know something about it *practically*, but by some of the plain men of the country who have no other title than Professor of Farming. These lectures should be delivered in a practical manner: not from some velvet-cushioned rostrum, but from an old log or stump of a tree in some forest or grove. In such a place the speaker can address his audience in an atmosphere filled with his subject, with examples above and around him.

Here he can cut, hew, and prune to illustrate his theme, without throwing the janitor of the building into hysterics through fear that a whittling might fall on the carpet.

In Europe they have arboricultural societies which have not done much toward disseminating a correct knowledge of forest trees, but through whose influence thousands of acres of trees have been reared. There is no reason why such societies should not exist in this country; their usefulness, if rightly conducted, must be apparent to every casual observer.

There is no country on the globe that possesses such a numerous variety of valuable forest trees as America. Every article of usefulness of which wood is a part shows it; and if there is one branch of mechanics in which we excel more than in another, it is in our agricultural implements; and who does not know that one of their great points of excellence is the wood used in their construction? The farmer is more interested in these implements than any one else, and it devolves upon him to see to it that the requisite quantity and quality are supplied.

To one who has traveled through some of the great forests of the North and Northwest, it may seem unnecessary for Americans to ever attempt the cultivation of forest trees. But when we ask ourselves how these great forests can be transported to those regions where they are needed, the question assumes another phase, and we soon learn that transporting timber, especially by land, is a very laborious and expensive business. Even where railroads have penetrated regions abundantly supplied, we soon find that all along the track timber soon becomes scarce. For every railroad in the country requires a continued forest from one end to the other of its line to supply it with ties, fuel, and lumber for building their cars. Cars are continually wearing out, the ties are rotting, and the time is not far distant when these great monopolies will find that it would have been cheaper for them to have grown their own timber than to have depended on others to supply them. How simple it would be for the railroad companies to have a few acres of forest trees every few miles all along and contiguous to the line! Let the farmers along these roads remember that timber will always be needed; and it is not always economy to cultivate with grain every piece of land from which you have taken the trees. Better let the sprouts grow, and the young seedlings which always show themselves soon after the large trees are cut away. A little thinning out of the least valuable kinds, and an occasional pruning of those left, will often prove to be a better plan and a much more profitable one than to clear off and plow up the soil.

If a particular kind of timber is wanted, then those trees should be left in preference to others. How few there are who have ever made a calculation of the value of an acre of White Oak, Hickory, Chestnut, or White Ash? As we find these in our native forests, they are mixed with other trees, often with those that are comparatively worthless. But suppose we have an acre purely of one kind, and that of the most valuable. What kind is most valuable must be ascertained by the grower himself, for it will depend upon his location, and which is the greatest demand in his nearest market. Suppose we take Hickory, which is always in demand, when young, for hoop-poles, and as it becomes larger for other purposes. There are other kinds equally as valuable and of more rapid growth. Now the young one or two year old plants, or even the nuts, may be put in rows four feet apart, and the plants one foot apart in the row; this will give 10,890 to the acre. At this distance they can be allowed to remain until they are six to eight feet high and one or two inches in diameter. They should reach this size in five to eight years, according to the soil and the care they receive. Then they should be thinned, by taking out every alternate tree; this should be done by cutting them off near the ground. We therefore take out 5,445 trees suitable for hoop-poles. Their value will of course depend upon the market, but we will say four cents each, or $40 per 1,000, which would be a low price in New York; this would give $217.80 (two hundred and seventeen dollars and eighty cents) as the return for the acre's first crop. In three or four years they will need thinning again, and we take out, as before, one-half, or 2,722; these will, of course, be much larger; and if they will reach ten feet, and are of good thickness, they will readily bring ten cents each, or $272.20 for the second crop. In a few years more they will require thinning again, and each time the trees, being larger, will bring an increased price. But we are not by this means exhausting our stock—far from it, for those we cut off at the first have been producing sprouts which have grown much more rapidly than the originals; and if a little care has been given them so that they should not grow so thickly as to be injured thereby, we can begin to cut hoop-

poles from the sprouts of the first cutting before we have cut our third or fourth thinnings of the first crop; consequently we have a perpetual crop, which requires no cultivation after the first few years. As soon as the leaves become numerous enough to shade the ground, no weeds will grow among them, and the annual crop of leaves that fall will keep the soil rich and moist. The time to cut trees which it is desirous to have produce sprouts, is in winter or very early spring; if cut in summer, it is likely to kill the roots.

The same plan may be followed with many other varieties of trees that are valuable when young. Whether it will pay to grow such trees or not will depend entirely upon the location, market, etc., but there are few sections of our country in which such plantations would not be a very profitable investment.

Plantations of trees may be made in the form of belts of a few feet or rods in width around the farm; and while they afford shelter and protection, they will also become a source of revenue and profit. It is always best to plant the young trees near together at first, and then thin out as they grow. These annual thinnings, even where the object is to allow the main crop to grow to a large size, will more than pay for all the care and cost of the whole.

PROTECT THE BIRDS.

RECENTLY, as a boat load of excursionists was passing up Lake George, New York, a large gray eagle flew across the bow of the boat and alighted in a tree-top a hundred yards away. A sportsman in the party, from another State, expressing regret at not having his rifle with him, was informed by the pilot that it would cost him $100 to kill an eagle in that section of New York. A gentleman has handed us a copy of the section of the law under which this fine would have been imposed. It reads as follows:

Any person who shall kill, wound, net, snare, trap or poison any bird of song, linnet, blue bird, yellow hammer, yellow bird, thrush, woodpecker, catbird, swallow, martin, bluejay, oriole, kildeer, snowbird, grassbird, grossbeak, bobolink, phœbe-bird, humming bird, wren, robin, meadow lark, or any wild bird other than a game bird, or who shall possess or expose for sale any part of any of these birds, shall be guilty of a misdemeanor and shall, upon conviction, be liable to imprisonment of not less than five nor more than thirty days, or a fine of not less than $5 nor more than $100.

Under this law the song birds and others of our feathered friends have a chance for their lives. This law not only reaches the milliners who deal in the plumage of birds, but those who buy and wear them. Those "who possess" any part of these birds are liable to fine and imprisonment. Under this law it is lawful to wear the plumage of game birds, for they are supposed to be killed for food; included in this class are the duck, partridge, woodcock, snipe, plover and others.

Now, if this is a good law for New York, why should it not be a good law for Pennsylvania? There are many birds not protected by our present laws because they are not insectivorous, and yet they are harmless. Many of them are song birds, and some of them are scavengers. The protection of the law ought to extend to all birds not used as food. It does not seem necessary to advance an argument why this should be so, because the reasons are so many and will so readily suggest themselves to the mind of the reader, and the continued destruction of birds can bring us no possible good.

West Chester Local News.

CHARACTER BUILDING.

IT is organized effort that wins in every department of life. Any system by means of which you can touch the currents that flow through every class of society with uniform constancy, has rare possibilities for good. The public school of America has the possibilities of becoming such a system. More than a third of a million of school rooms in this country are presided over by teachers who, more than all other forces, are to build the character of the next and succeeding generations in honor and honesty, in purity and virtue, in spirit and purpose.

We are not in a speculative mood, and have no disposition to theorize over what might be, but rather in a historic frame of mind we would deal with experiences. At Topeka we referred incidentally to the method adopted by one of the teachers of the New West Commission in Utah in character-building, and the cordial reception the statement met with, as judged by public and private expressions of approval and interest, leads us to make a much more complete statement in this connection, not only of the work of that special teacher, but grouping what we saw of this work in many of these school-rooms, outlining the way in which the teacher may use the school to inculcate and emphasize the principles of

patriotism, home-love, and of the every-day virtues.

Memorizing texts, poems, and extracts from orations, was one of the features of school-work that attracted my attention everywhere. It did not occupy mnch time, but for a few minutes each morning something new and helpful in character-building was memorized. The teacher had her thought, not on what she liked and appreciated, but rather on what the child would enjoy and profit by, always having her thought on the rhythm and melody of thought or expression. One point is worthy of special mention—the teacher always memorizes whatever she asks them to learn, thus appreciating the labor, impressing the fact that she really values the knowledge she seeks to have them acquire through this exercise.

Patriotism, everywhere an important element in the character of youth, is specially valuable in Utah. Once at least, each week, the exercise is upon loyalty, and, avoiding all partisan shading, national events are referred to, from the news standpoint, and selections with the true ring are recited, and something assigned for a memory exercise.

Character texts are most effective, and taught as they should be, no parent will object, whatever their anti-church sentiment. The teacher has one special character text thoroughly learned and frequently repeated each week. I visited the school, and spent the half-day. At the opening of the school the teacher said, "What is our text for this week?" "Wisdom is better than rubies; and all the things that may be desired are not to be compared to her. Length of days is in her right hand; and in her left hand riches and honor. Her ways are ways of pleasantness and all her paths are peace."

When they turned to their books, she called for study texts. "Whatsoever thy hand findeth to do, do it with thy might." "Whatsoever ye do, do it heartily, as unto the Lord, and not unto men." "Let us not be weary in well-doing; for in due season we shall reap if we faint not."

The recitation was introduced with the texts, "If a man also strive for masteries, yet is he not crowned except he strive lawfully." "Quit you like men." "Let nothing be done through strife or vainglory." "Let another man praise thee, and not thine own mouth."

They prepared for recess with several texts: "Abstain from all appearance of evil." "He that is slow to anger is better than the mighty." "Be not overcome of evil, but overcome evil with good."

Our space forbids special reference to the texts recited at the close of school with a view to influencing their conduct on the street, their companionship in play, their attitude toward their parents, and their respect for the aged. In this way, in two years, the teacher had taught the best texts, choice stanzas, poems, etc., thus keeping their thought on the best things and filling their mind with the best sentiment. There is in this experience food for thought for many a teacher, East as well as West.

American Teacher.

IN LINE WITH ARBOR DAY.

VILLAGE IMPROVEMENT ASSOCIATIONS—HOW TO RAISE FUNDS FOR THEM.

OVER three hundred of these associations have been organized within a few years, and the work is now advancing more rapidly than ever. The improvements of one town or city are often copied by its neighbors. These examples with their manifest results in many States now give a cumulative force to this movement, and warrant the hope that instead of three hundred, there will soon be three thousand such associations spreading wide abroad their beneficent influence in bettering homes as well as towns. The home should always be the objective point. "The hope of America is the homes of America." When every citizen is stimulated to make his own grounds and wayside neat and attractive, the entire town becomes inviting. The homes of any people plainly tell their state and traits—their thrift and ambition, or sloth and improvidence. It has long been my desire to do my utmost to improve the homes and home-life of the American people, and to aid in the practical realization of the cardinal truth, that the chief privilege and duty of life is the creation of happy homes.

"How can we raise the needful funds for village improvement work?" is a question often put to me. I answer:

First.—Enlist the ladies. Many efficient associations have been started by them, and nearly all are officered in part by them. Their co-operation is essential. I always anticipate success in any town where one or two earnest ladies start this work.

Second.—Interest the youth of the town, and give them something to do, in improving around their homes and by the roadsides. Let every child—girl or boy—*help* in planting; if too young to work alone,

some vine, flower, shrub, or tree to belong to the planter, or at least to be known by his or her name. Such offspring they will watch with pride, as every year new beauties appear, and find a peculiar pleasure in the parentage of trees, whether forest, fruit, or ornamental, a pleasure that never cloys but grows with their growth. The educational effect of such work, the æsthetic influence, the growth of heart and mind thus secured, are of priceless value.

Third.—The treasury may be replenished by membership fees, large or small, according to the liberality of the community, by life memberships, by fairs, lectures, concerts, and other entertainments. Large gifts for such public improvements are often made by wealthy citizens, and by natives now non-residents. Many whom fortune has favored are glad of such an opportunity to show their grateful remembrance of the mother soil that bore them. Many hundreds and thousands of dollars come in such filial gifts.

These associations foster public spirit and town pride. They impressively put to every citizen the question, "What do I owe to my town? what is it my duty, or rather my privilege, to do for it?" The man who cares not for his native town, nor that of his adoption, has little heart in his bosom. Such selfish souls must be sterile in heroic virtues. But the sentiment that cherishes and honors one's homestead and town is noble and ennobling, and has characterized the greatest and best men the world has seen.

The influence of these associations is marked and happy in fraternizing the people of a town, leading all classes, irrespective of party or sect, or rank or riches, to meet on common ground and work for the common good. The Arbor Days, now observed in some twenty States, invite the young and the old of all classes to join on a given day in tree-planting. Important as is this work, tree-planting is but one of the many improvements needed. To give a single illustration, in one town where a large foreign population is engaged in extensive quarries and manufacturing, the operatives and quarrymen joined with the citizens on a Saturday afternoon in a big "bee," where many hands made light work, or rather did much work, and "all had a good time." Henceforth they thought more of their town and more of their *homes*, which shared in these improvements, as did the side-walks, road-sides, cemeteries, and other public grounds. This general co-operation of all classes, this interchange of friendly courtesies, promoted good fellowship and made all proud of the achievements of that—to them—memorable day. The *Village Improvement Bee* may help to counteract the tendency of rural life to isolation or seclusion, or separation by classes or nationalities, lifting out of the ruts of a dull, plodding monotony, cultivating social amenities and neighborly feeling. In some towns, after such a day of united work, a collation prepared by the ladies becomes another bond of union and fellowship.

These associations have other important aims, such as organizing *free town libraries*, securing public health by better sanitary conditions in the homes and their surroundings, improving side-walks, road-sides, roads, providing drinking troughs, breaking out paths through the snow, lighting the streets, and removing nuisances. The donations and legacies recently made to public libraries are many and often large. In Massachusetts alone are over two hundred free public libraries, containing over one million volumes, with a yearly circulation of over three millions. No other State and no equal area on the globe is so well supplied with free public libraries.—*B. G. Northrop, LL. D., in The Watchman, Boston.*

It usually happens that the purchaser employs a local citizen to aid in putting his ground in order. In every rural neighborhood there are smart men; smart is the proper adjective, for they are neither sagacious nor trustworthy, and there is ever a dismal hiatus between their promises and performances. Such men lie in wait for new-comers, to take advantage of their inexperience and necessary absence. They will assure their confiding employers that they are beyond learning anything new in the planting of trees—which is true in a sinister sense. They will leave roots exposed to sun and wind; in brief, pay no more attention to them than a baby-farmer would bestow on an infant's appetite, and then, when convenient, thrust them into a hole scarcely large enough for a post. They expect to receive their money long before the dishonest character of their work can be discovered. The number of trees which this class of men have dwarfed or killed outright would make a forest. The result of a well-meaning yet ignorant man's work might be equally unsatisfactory. Therefore the purchaser should know how a tree should be planted, and see to it himself, or he should by careful inquiry select a man competent for the task.—*E. P. Roe.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, OCTOBER, 1886.

E. E. HIGBEE. . . . . J. P. McCASKEY.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, Sept. 20, 1886.

To Superintendents, Teachers and School Directors: The lesson of Tree Culture should be taught everywhere in the schools. Let this be done with earnest purpose, and with enthusiasm. The spirit of Arbor Day is abroad in the State. Some Fifty Thousand trees, shrubs and vines, have been reported to this Department as the result of the appointment of the day in Pennsylvania; another fifty thousand have probably been planted of which no definite record has been made.

The good work is therefore fairly begun in many parts of the State. Let Superintendents, Directors, Controllers, Teachers, Parents and Patrons, and Friends of Education everywhere, give to it all possible aid and encouragement. To this end we appoint

THURSDAY, OCTOBER 28th.

as a School Arbor Day, to be observed generally by the schools of the State, many of which were not in session at the time of the Spring Arbor Day in April last.

We must put the thought and the work of Tree Planting into the schools, and keep it steadily before our boys and girls. They must be encouraged not only to plant trees and shrubbery and climbing vines, but also to collect, preserve, and plant seeds, stones, and nuts of various kinds; to watch their growth, and properly to care for them; as the elm, maple, locust, ash, tulip-poplar, apple, pear, peach, plum, cherry, chestnut, horse-chestnut, walnut, oak, hickory, butternut, English walnut, etc. This being done, they will soon be enabled to plant, and also to give or sell to others for their planting, from their own modest nursery stock. Then will follow practical inquiry as to budding, grafting, and growing from cuttings.

All this the teacher can aid by encouraging his or her boys and girls in the collection of the best seeds, stones, and nuts within reach, and in the careful planting and culture of the same, keeping some school record of what is done by individual pupils in order to arouse a spirit of generous emulation among them. That teachers may be the better prepared to do this, it would be well for Superintendents at their annual examinations to make this one of the leading topics, when questions are asked under the head of "general information."

Thus the schools will yearly become more valuable factors in their respective communities and in the Commonwealth at large.

E. E. HIGBEE,
Supt. Public Instruction.

IN 1860, we inquired, when he was nominated at Chicago as candidate for the Presidency of the United States, "Who is Abraham Lincoln?" His memory has for the past twenty years been enshrined in the hearts of multitudes as that of no other man who has ever held power upon this continent. It is nothing against a man that he is comparatively unknown—nor is it anything in his favor. When the new Commissioner of Education at Washington was announced, like everybody else, we asked, "Who is Mr. Dawson?" We wish him a noble record in his high position as Chief of the educational forces of the nation which stands in the very fore-front of human progress.

IN an article on the State Association, in our August nnmber, we spoke of the Choral Union programme and of the singing of Miss Louise M. Reily, who carried the solo part in Mendelssohn's "Hear my prayer." We have heard much of the best music in concert, oratorio and opera, but have seldom enjoyed anything more than this solo, supported by the chorus. Was it her "swan song?" Did some rare prescience then cause her to surpass all former work that she had done, as though that work were nothing? One month later she was dead! She was the only child of Prof. Wm. M. Reily, President of Allentown Female College, eighteen years of age, and a universal favorite. She was a very skillful organist, having for a long time been in charge of the organ at Zion's Reformed Church; excelled as a pianist, and as a teacher of that instrument; and as a violinist also she possessed remarkable skill. All this charm of youth, this power and promise, eclipsed by the shadow of Death! But Time has its glad to-morrow. Eternity is long, and love of music, like goodness, is immortal.

"TEACHERS ought to guard against mannerisms," says the *Iowa Central School Journal.* "Teaching is more apt to induce a *manner* than any other profession. It is easy to understand why a teacher should wear the badge of his profession in his way of talking and deporting himself. Associating constantly with inferiors in intellect, posing for them as a model in conduct and speech, a stilted air is unconsciously acquired that, to an indifferent observer, appears odd and in some cases ludicrous. The province of the teacher is less circumscribed

than formerly; the school is regarded as a more important institution than in the days of Webster's Speller and the hickory rule; still, the typical schoolmaster may be met now and then. A perfectly natural, graceful manner is not always inborn, and when denied by nature it is not so easy to acquire. Much mingling with society and travel, with forgetfulness of self, is the surest means of gaining an agreeable deportment. But, in the case of the teacher, travel is not possible, and society, on a large scale, not accessible. So that instead of forgetfulness of self, the opposite plan must be pursued and self-watchfulness must be the motto. Modesty, cheerfulness, and a desire to oblige are, after all, the fundamental ingredients of a pleasing manner, and the possessor of these qualities can never be anything but a favorite wherever he may go."

Dr. HIGBEE has suffered much from asthma and a very distressing attack of hay fever, to which in the late summer he has for years been subject. He is now in the region of the Great Lakes, in hope of relief from the pure air that blows over those vast inland seas. With the first frosts he will be back again from his enforced half-holiday, and we trust with renewed vigor for the fall and winter campaign. October 1st, at latest, will find him again at the Department.

THE teachers from Pennsylvania held a re-union at the Windsor hotel, Topeka, during the sessions of the National Association, and a pleasant evening was spent in renewing old acquaintance and making new friends. Mr. M. D. Bailey called the meeting to order; Dr. T. H. Dinsmore was made chairman and welcomed the teachers; Prof. J. A. Lippincott also followed in a hearty address of welcome. Dr. Edward Brooks, Deputy Supt. J. Q. Stewart, and Supt. H. S. Jones responded in behalf of the Keystone delegation; Miss Tillie E. Coffin, of the Edinboro Normal School, spoke for the ladies. There were some two hundred members from Pennsylvania present at the Topeka meeting.

IN the report of proceedings of the State Teachers' Association, an error occurred in the list of members elected as Enrolling Committee for next year. The correct list is as follows: Deputy Supt. Henry Houck, State Department; Supt. M. Savage, Clearfield; Supt. T. A. Snyder, Carbon; Supt. N. S. Davis, Lackawanna; Supt. A. S. Grimes, Columbia.

THE new Financial Clerk in the State Department of Soldiers' Orphans, Lieut. James H. Marshall, rendered efficient service throughout the War of the Rebellion as Commissary, Quartermaster's Sergeant and Quartermaster of the well-known 79th P. V. V., from Lancaster County, one of the few Pennsylvania regiments that served in the West, and went with Sherman to Atlanta and the sea. He has also been assistant postmaster at Lancaster for seven years, and postmaster for nine years. At the War Department and at the Post Office Department at Washington his accounts have uniformly been found correct, and his rating for efficiency and accuracy as a public official is of the first rank. We believe that no better man for his present duties can be found in the State.

OUR new Music Supplement No 15 contains a favorite collection of songs and hymns for the use of schools and institutes, together with four pages of responsive readings for opening exercises. It is what some teachers will find pleasure, and their pupils profit, in using. See contents elsewhere.

FROM the Lancaster *Intelligencer* of recent date we take the following item of personal interest. The gentleman named has rendered much valuable assistance upon *The Journal:*

"As a number of inquiries have been made, and as many will be anxious to know what has been done in reference to the appointment of an adjunct professor of English literature in Franklin and Marshall college, it is well to announce that the committee on instruction, by and with the advice of the Faculty, has appointed Prof. Geo. F. Mull, A. M., to that position. Prof. Mull is a graduate of Mercersburg College, where he ranked very high in scholarship as a student. After his graduation, and the completion of a course of study in theology, he spent several years in the University of Leipsic, Germany. He then returned and was elected to the professorship of Latin in Mercersburg College, which position he held for several years. As Prof. Nevin has continued to teach some of the classes in the department of ancient language, in Franklin and Marshall College, in connection with his teaching of English literature, Prof. Mull will be expected now to take charge of that work. We are glad to say that he made the study of Latin a specialty while in the German University, so that he will be a good acquisition to the college in that department. He has also paid considerable attention to English literature, and has the foundation already laid for eminent success in that specialty. Prof. Mull has received the very decided endorsement of the committee on instruction and the Faculty, as a scholar of more than ordinary talent. He is a licentiate of the Lancaster Classis, and

is well acquainted with the spirit and genius of the Reformed institutions. He will be a valuable acquisition to the Faculty of the College, and will, no doubt, prove eminently successful in the department to which he has been appointed. So far as he has become known to the students of the college, he has won their entire confidence and respect."

The following personal note from Prof. H. R. Roth, late Superintendent of the Public Schools of Meadville, will be read with interest by his friends in Pennsylvania. He goes to an important work, and we wish him an abundant measure of success in his new and broader field of labor:

Having accepted a position in the Cleveland Schools as Supervisor of Grammar Grades, at a salary of twenty-three hundred dollars, I have resigned my position here, as City Superintendent, which has been accepted by the Board.

It is with deep regret that I leave my native State, where with the exception of one year I have spent all my days, to try the vicissitudes of a large and enterprising city.

I thank the School Department for the many acts of kindness extended to me while serving as Superintendent. You have my best wishes for the future prosperity of the school interests of Pennsylvania. H. R. Roth.

The National Summer School of Methods had a very successful session at Saratoga this year, the students, 219 in number, being from twenty-six States and Territories. Pennsylvania sent over forty, two clubs being from Meadville and Philadelphia. About one-fifth of the students were superintendents, principals, and Normal instructors. There was general satisfaction with the manner in which the school was conducted. Reduced railroad fares, promised for next year, will add to the number in attendance. Supt. Thos. M. Balliet was one of the instructors, of whose good work a Saratoga paper says:

Prof. Balliet, superintendent of schools in Reading, Pa., but better known as a teacher of psychology, has held large audiences every morning in the Second Presbyterian chapel, near the regular Summer School building, during the entire session. No one who has been present at any of his lectures can wonder at his great success as an instructor. He has completely reversed the usual way of teaching this little-understood subject, and in place of giving a wearisome detail of mental laws, and vainly searching about for illustrations of their practical working, he has used a well-trained eye and critical observation in getting the facts first, from the common experience of everybody, and then going to psychology as a mental science, for explanation and classification. We do not know of another teacher of this subject in the whole country who so fully brings this science into school room work as an indispensable aid, and lets the teacher see that there is a direct pathway from one to the other, through which he may walk easily and intelligently if he will but cultivate an observant eye and a willing heart. If the Summer School had presented nothing but this course of lectures, the teachers would have been repaid for attendance. Prof. Balliet, by invitation, spoke on this subject last Monday morning at the ministers' meeting at Temple Grove, with marked appreciation from that distinguished body of hearers.

SCHOOL ARBOR DAY.

The appointment of Thursday, October 28th, as our second School Arbor Day, to be generally observed throughout the State by all schools then in session, is to afford both teachers and pupils a better opportunity for the practical observance of the day than was had in April, when so many schools were closed. This subject should be talked of pleasantly and profitably in every school in Pennsylvania. Every Normal School should give it earnest attention. Every County Institute should place it upon the programme for discussion of the best practical means of securing the more general planting of trees, vines and shrubbery, both in the vicinity of the school, and by the pupils at their homes, and so far as possible throughout the various school districts.

Agitation, agitation is needed. Nobody disapproves what must be only a growing benefit to the community. But the leaven of agitation in every educational centre is needed to convert passive approval into active personal interest and a resolute purpose that the work shall be done. This work is not for a day, nor for a year, but for the pleasure and profit of the next and it may be of succeeding generations as well of the present. It is poor economy for one generation to rob the next of wood, shade, fruit, beauty, moisture. We should leave the world richer than we found it, not poorer or less attractive.

Let it be our aim then,—definitely proposed, though, it may be, never to be attained—that every school shall plant trees and shrubs and vines about its building; every church about and within its enclosure; every good citizen about his home and upon his farm and waste lands; every township along its roads; every city, town, and village along its streets and in its public parks and squares. So shall the nakedness of the land be clothed in beauty, the supply of all kind of fruits be more abundant in their season, the torrid heat of summer be mitigated, the

purity and moisture of the atmosphere be increased; the streams flow more full and steadily, and, in a word, the Arbor Day millennium be realized.

GEN. WAGNER'S REPORT.

THE special report of Gen. Louis Wagner, Inspector of Soldiers' Orphan Schools, is a carefully-prepared document, occupying, with the tables appended, some thirty-eight pages of ordinary printed matter.

Twelve schools are reported upon, two of these being the Church schools at Loysville and Butler, the former of which has seventy and the latter twenty-five orphans in charge. The rating of these twelve schools by the Inspector is as follows, under the several items named: Grounds, good in four, middling in five, poor in two, and one not rated; Buildings, good in five, middling in five, poor in two; Furniture, good in four, middling in six, poor in two; Condition of Children, good in eight, middling in four; Food, good in ten, middling in two; Clothing, good in eight, middling in two, poor in two; Teaching and Discipline, good in all except one school, where the discipline is marked "3" (middling). Religious services morning and evening, with attendance at Sunday-school exercises and at divine service on the Sabbath, are reported for all the schools.

The report finds many things to criticize, some to condemn, and much to approve. We regard it the estimate in detail of an officer who wishes to do his full duty in the premises. But it is not such a report as he would have made were he more familiar with the varied history and the inner life of these schools, and with their large results to humanity under circumstances that have always been more or less unfavorable.

Certain of his suggestions are excellent; in some things he is mistaken; to others undue importance is attached; and still others, which he condemns, have always been condemned by those who have had to do with the administration of the Orphan School System. Had Dr. Burrowes or Dr. Wickersham, by whom the system was judiciously managed for twenty years, demanded all that General Wagner desires, the schools would never have been organized, or, if organized, they would soon have been closed.

It seems a necessity of the case that some of the buildings should be old, and that thoroughly-equipped industrial schools should not be found here. That the policy of "farming out the children" is not the best, has been well known from the beginning. *But it was that or nothing.* Let any one look carefully into the facts of the situation, and tell the men who organized the system and carried it on successfully for so many years, what other policy was practicable then, or is practicable now!

REUNION OF SIXTEENERS.

ABSENCE from the State prevented the Superintendent from being present at the annual reunion of the Soldiers' Orphans' "Sixteeners," which was held in Philadelphia, August 17th and 18th.

Upwards of 250 members, many of whom came from distant parts of the State, registered their names at the Meade Post, No. 1, G. A. R., headquarters, No. 1109 Chestnut street, preparatory to the exercises connected with the sixth annual reunion of the association.

During the evening the "Sixteeners," so called because they graduated from the State schools for soldiers' orphans at that age, held their opening meeting at Association Hall, at Fifteenth and Chestnut streets. There were about an equal number of young men and women in attendance. The schools represented were Soldiers' Orphans' Institute and Northern Home, Harford, Mansfield, Dayton, Butler, Uniontown, Mercer, McAllisterville, Loysville, Mount Joy, Whitehall and Chester Springs, and the former schools at Andersonburg, Quakertown, Paradise and Cassville.

Captain Thomas H. Leabourne welcomed the visitors. President Devan replied to the address of welcome. The members, he said, could testify to the usefulness and benefits of the Soldiers' Orphan Schools. Their maintenance had been referred to as a matter of charity, but the word was never so misapplied. The good resulting to the pupils of the schools was great, but the loss they had sustained, and for which the schools were started as a partial reparation, was greater. On the one hand was an educacation, on the other was a father's life. The maintenance of the schools was not a charity, but a duty, and grandly the old Keystone State had done her duty. Some allusions to Mrs. Hutter, who had done so much for the orphans when they were younger and inmates of these orphan homes, brought out rounds of applause. Major Lambert delivered an oration replete with eloquent allusions, and was heartily applauded. Miss Mollie Reagan, of Cassville, gave a recita-

tion. C. B. Johnston, of Quakertown, the oldest Sixteener present, was introduced, and after making some remarks offered a resolution thanking Mrs. E. E. Hutter for her many acts of kindness shown to the sires of the soldiers' children in the hospitals during the war, and for the faithful manner in which she had for so many years, ever since the inception of the homes, stood by the little ones, always true and as a mother to them. The resolution was adopted with great enthusiasm. A resolution of confidence in Inspector Rev. J. W. Sayers was also adopted.

Addresses were made by Rev. James Neill, Deputy Supt. Henry Houck, Gen. Louis Wagner, Rev. J. W. Sayers, and others. An unusual feature of the meeting was the marriage upon the stage of Mr. Benj. Larey and Miss Ella Clabaugh, both of Altoona. After the final adjournment a very pleasant excursion upon the river was enjoyed, also visits to the Zoölogical Garden, Cyclorama of Gettysburg, and the Academy of Fine Arts.

The following are the newly-elected officers: President, W. C. Reem, of Altoona; Eastern Vice-President, Rev. C. B. Johnston, of Philadelphia; Western Vice-President, Miss Ella Reagan, of Altoona; Recording Secretary, Miss Woodward, of Philadelphia. The next meeting of the Association will be held in Pittsburgh.

BUILDING SCHOOL HOUSES.

THE revised school law of 8th May, 1854, is the general code under which our common schools have been administered since that time. In many very essential particulars that providential enactment was an immense stride forward in the pathway of progress; and results have fully verified the hopeful estimates of its capabilities that were entertained by sagacious schoolmen of that day. Its generic powers, so far in advance of the general public sentiment as to be for years prodigiously unpopular, have long since amply vindicated themselves, and settled so firmly into the habits and convictions of our people that reactionary or revolutionary changes are no longer feared, and modifications are projected only in the hope of improvement in details, the broadening of its scope to meet the advancing progress of the age, and additions to its operative machinery that are recognized as sound and necessary.

One of its sections, the 45th, was of primary importance at the time, and made an impression upon public sentiment that helped materially to sustain and promote our common school interests in an anxious transition period. It is much to be regretted that its special powers were long since exhausted, in accordance with its own terms, and no legislative mandate has renewed their lease of life, and wakened them to a still broader and higher mission of usefulness, in harmony with the clearer light and advanced educational knowledge and opinions of to-day.

It provided for the publication by the School Department of a work on School Architecture—of which the late Dr. Thomas H. Burrowes very appropriately became the editor—with engraved designs and plans for school houses for cities, boroughs and country districts, from the primary to the high school; with descriptive text and full specifications and estimates for building, and an extended discussion of the underlying principles that should govern in the erection of buildings for educational purposes.

When a new administration unexpectedly came into power in January, 1855, the wood engravings were ready, but the book not yet written. Some of the cuts being too large for the pages, as originally planned, advantage was taken of that fact to change the book to a large octavo, instead of the limited "public document" size then in vogue; making it, in appearance and style, worthy of the subject and creditable to the State, and inducing its more careful handling and preservation. In addition to its general contents, it contained a copiously illustrated chapter on "Apparatus" by A. M. Gow, A. M., the accomplished principal of the Union School of Washington, Pa.; and another illustrated and suggestive chapter on "The size, enclosure and improvement of School Grounds," by Prof. J. P. Wickersham, then serving as Superintendent of Lancaster county. They would be exceedingly useful now if published in full with the illustrations and circulated in pamphlet form. We shall, in our next issue, give full extracts from the article last named.

Public interest becoming awakened and somewhat impatient, the editor's manuscript was delivered to the State printer as rapidly as it could be prepared; and without waiting for the rest of the volume, a special edition of the first sixty-six pages was issued in pamphlet form, embracing about a dozen designs for one-story school houses, of one and two rooms each, and a copy sent out by mail to each school board in the State.

As a first instalment this proved to be very acceptable and serviceable. As soon as it could be got ready a bound copy of the completed volume of 276 pages, was transmitted to the secretary of each School Board, labelled on the inside of the cover as the property of the School District, and to be carefnlly preserved as such, and handed over by each secretary to his successor in office.

Allusion to this phase of our past educational history has been prompted by the great activity in building operations since that time, and not always with the best results; the large amount of such work that remains to be done from year to year, which should be wisely and well done; and the prevalent desire of Directors, as we have reason to know, for fuller information and better guidance in the performance of this part of their official duty than is within the immediate reach of many of them.

The "Pennsylvania School Architecture," in its general contents was in advance of the times when it appeared, but its plans for school buildings would be greatly improved upon, if a new edition, or a new work could be authorized. Until that can be done, its clear and intelligent directions can be utilized to great advantage. The designs and ground-plans were drawn and engraved without consultation with the editor. As might be expected, they represent more of the builder than the educator in their internal arrangements; and the editor was obliged, in the printed explanations, sometimes to criticise and contradict the architects in such details as affected the teacher's work and operations. This was no disadvantage, however, as a careful perusal of the text would show to Directors more clearly how things ought to be. By thus analyzing and comparing different designs with their critical descriptions, a combination could be made of the best features of several, that would be an improvement upon all.

Every School Board and County Superintendent in the State was supplied with a copy of that book, and more than 2,000 copies of it must be lying around loose somewhere to-day, if not in official custody then in private hands, but in either case where their contents could be drawn upon now for the public benefit; and we would advise Directors who are without a copy, and quite likely never to have seen one, to make diligent inquiry amongst former school officers and private citizens who would be likely to know, and see if a copy cannot be found. Mention might also be made of it in the local newspapers, to aid the search. If one should turn up in the District, it will afford School Directors some very profitable reading upon the subject of building school houses. In the meantime, we shall recur to this subject again, and, in response to direct appeals to us, devote a part of our space to some practical elucidation of its merits, for the benefit of whom it may concern.

NOTES FOR HISTORY CLASS—V.

IN one of his charming short essays, Prof. Max Müller has rescued from oblivion a book of travels, written in Latin, by one Paul Hentzner, a German, who visited England in the year 1598 and left some curious and interesting details of his journey, which will assist us to gain some insight into the character and habits of the English during the reign of Queen Elizabeth.

Hentzner landed at Rye, and was taken before a notary, by whom he was questioned as to his country, his name, and his purpose in visiting England: after which he was conducted, with true English hospitality, to an inn, and there furnished with a sumptuous repast. From Rye his party journeyed to London, seeing many notable things on their way, among them certain enclosed gardens in which bulls and bears, their hinder parts fastened, were baited by dogs for the amusement of spectators. Sightseeing in London followed, and finally a visit to Greenwich, where the party was introduced to the presence chamber and saw the Queen. The walls of the room were covered with precious tapestry, and the floor was strewn with hay. The Queen had to pass through in going to the chapel. It was Sunday, when all the nobility came to pay their respects. The Archbishop of Canterbury and the Bishop of London were present. When the divine service began the Queen appeared, preceded and followed by the court. Before her walked two barons, carrying the sceptre and the sword, and between them the Great Chancellor of England with the seal. The Queen is thus minutely described: "She was said to be fifty-five years of age. Her face was rather long, white, and a little wrinkled. Her eyes small, black and gracious; her nose somewhat bent; her lips compressed, her teeth black (from eating too much sugar). She had ear-rings of pearls; red hair, but artificial, and wore a small crown. Her hands were graceful, her fingers long. She

was of middle stature, but stepped on majestically. She was gracious and kind in her address. The dress she wore was of white silk, with pearls as large as beans. Her cloak was of black silk with silver lace, and a long train was carried by a marchioness. As she walked along she spoke kindly with many people, some of them ambassadors. She spoke English, French, and Italian; but she knows Greek also and Latin, and understands Spanish, Scotch and Dutch. Those whom she addressed bent their knees, and some she lifted up with her hand. Wherever she turned her eyes, people fell on their knees."

Our traveller appears to have made the most of his opportunity on this, as on other occasions, like a veritable sight-seer, and when he left the country it was evidently with a favorable impression of what he had seen. His summary of the characteristics of the people is as follows: "The English are grave, like the Germans, magnificent at home and abroad. They carry with them a large train of followers and servants. These have silver shields on their left arm, and a pig-tail. The English excel in dancing and music. They are swift and lively, though stouter than the French. They shave the middle portion of the face, but leave the hair untouched on each side. They are good sailors and famous pirates; clever, perfidious, and thievish. About three hundred are hanged in London every year. At table they are more civil than the French. They eat less bread but more meat, and they dress it well. They are brave in battle and always conquer their enemies. At home they brook no manner of servitude. They are very fond of noises that fill the ears, such as explosions of guns, trumpets, and bells. In London persons who have got drunk are wont to mount a church tower, for the sake of exercise, and to ring the bells for several hours. If they see a foreigner who is handsome and strong, they are sorry he is not an Englishman."

Books of this character, private diaries, private correspondence, "consigned to oblivion" or laid away in forgotten places, contain a wealth of historical material, which historians, busy with state affairs, have heretofore too seldom sought after. Beneath the political and military history of a country, and yet fully equaling it in significance and interest, is its industrial and social history. To know how the people, the subject class, lived, how they employed themselves, what at any given epoch was the state of intelligence among them, what was the state of the useful arts and by what slow stages they progressed, is as useful in any rational view of the uses of history as to know what political forces have operated to establish or to overthrow dynasties, or to change the names and the boundaries of nations. A single fact even trivial in itself will often, through its correlations, cast a vivid light upon the social life of a people. It is interesting to learn, for example, that in the reign of Elizabeth there was probably not a table-fork in the whole kingdom of England. All persons alike, from the Queen down to her humblest subject, ate with their fingers. Thomas Coryate, in the beginning of the next reign, describes with gravity the manner of using forks in Italy, and adds, "I myself have thought it good to imitate the Italian fashion since I came home to England." Two pronged forks were soon after made at Sheffield. The mention of "hay" upon the floor of the Queen's presence chamber—rushes are probably meant—will have struck some readers as quite out of keeping with the costly tapestries which adorned the walls and with the silk robes of the Queen herself. Carpets had not yet come into use, except in the form of rugs, principally used in front of altars.

If we turn away from the court and journey into the country, we shall find England in a condition which at the present time would hardly be thought civilized. The traveling, to begin with, is intolerable. The roads, if roads they can be called, are not suited for carriages, except for the rude and lumbering carts of the rustics. Indeed there are at present not only no public conveyances for travellers, but not even private carriages. The first coach was introduced into England, according to Stowe, in 1564 from Holland, for the use of the Queen. In the following reign coaches were still a novelty, owned only by a few of the more powerful noblemen, who, doubtless because of their novelty, entered into so lively a competition with one another in the extent of their equipages, that an act of Parliament was passed limiting the number of horses that might be used with a single coach.

We must confine our survey of the country to a few points only. Chimneys have generally been introduced even in the houses of the yeomanry, but only the wealthy can afford the luxury of glass windows. The poorer class must be content at best with oiled paper. The table-ware is of interest. It consists of wooden platters and

pewter dishes, supplemented with the rudest earthenware; no glass-ware, and no porcelain or crockery. In the houses of the rich we find silver in the place of pewter. The people—the common class—are clothed in woolen, linen, and leather. There is very little if any cotton stuff to be found in the kingdom. Certainly it is not yet manufactured here. The manufacture of cotton cloth—the warp being of wool—was first carried on in England in the neigborhood of Manchester, in the early part of the reign of King James I. The principal part of the population of England is at this time engaged in agriculture and sheep-raising. In the south there are some iron furnaces; in the north there are coal mines. But what little manufacturing is carried on is confined principally to the city of London.

It will be remembered that Hentzner passed on his way to London a number of bear-gardens. Bear-baiting was at this time and for many years after this a favorite amusement of the English. The Queen herself, strange as it seems, is said to have been fond of this diversion; and the highest honor she could confer upon an ambassador of Philip, on one occasion, was to take him with her to witness one of these barbarous exhibitions. We are touching now upon a trait of human nature which, with our modern culture, we are accustomed to regard as a characteristic of savages and of brutish natures among civilized men, but which at the period we are now considering was prominent not merely in Englishmen but in all Europeans, viz., a disregard for physical suffering, nay, even a positive delight in the infliction of pain. The penalties meted out by the laws at this time were harsh to barbarism. Lucky was the malefactor who escaped with mere hanging or beheading. Disemboweling, drawing and quartering, were not uncommon punishments. In turning over the pages of Stowe we frequently come upon the cases of women who, for the crime of husband-poisoning, which appears to have been a common crime in those days, were "brent" *i. e.*, burned at the stake. Burning for religion's sake was, except in rare cases, discontinued in the reign of Elizabeth. But the preceding reign had become infamous for the practice of this severity. And yet in surveying the reign of the "Bloody Mary" one is at a loss which the most to wonder at, the hard-heartedness of the Queen and of her adviser, Cardinal Pole, in deliberately consigning to the flames so many human beings, or the strangeness of the fascination which drew thousands of spectators to witness these horrible executions. It is one of the blessings of our modern civilization that it has suppressed in a great measure this instinct of cruelty, and has driven the exhibition of it into the by-ways and slums. But the undeniable fact that, if we are not all savages to-day, it is because we have outgrown our savage nature, should render us cautious of judging with undue severity the many harsh measures which are considered as having left a stain upon our colonial history, and particularly in condemning the Indian as altogether bad because he has often been cruel.

TO SCHOOL DIRECTORS.

THE Superintendent of a neighboring State in addressing the School Directors, discusses some questions of grave practical importance. The points presented for their consideration are every-day subjects that cannot be too much discussed, thus only can indifference be changed to active interest and wrong views be set right, for the general good. We quote as follows:

Directors, too, are largely responsible for the poor teaching done in many country schools. They are frequently too ready to employ the cheapest teacher that offers his services, paying less regard to his qualifications than to his price. The successful effort made to save five dollars a month in teachers' wages has made many a school worthless for a term, and demoralized it for three or four terms. I am not pleading that teachers shall be paid exorbitant wages; only for this; That directors shall recognize, in their management of school affairs, as they do in their own business, that skill and special training and experience are things of value, and that ignorance and incompetency and inexperience are dear at any price. If it be said that competent teachers are not to be had in sufficient numbers to supply all the schools of the State, I am ready to admit the fact; but a little better pay would draw competent persons to the profession, and lead them to incur the expense of professional training; and it would also keep many an excellent teacher from leaving the profession for more lucrative employment. Let there be a well-established demand for good teachers, at fairly remunerative wages, and the supply will equal the demand in a short time. If, on the other hand, the demand is for cheap teachers, regardless of quality, the supply will be abundant, at wages below the pay of farm hands and kitchen girls. I am satisfied that a very small amount judiciously added to the amount now paid to teachers would be repaid ten-fold and more, in the increased efficiency of our schools.

A still greater gain will be made if, in districts where fair wages are already paid, as well as in

others, directors will, in the appointment of teachers, look after the interests of relatives less and the interests of the schools more; drop favoritism, and seek for merit; turn a deaf ear to "the weary, the needy, the changeling, the improvident, the unfortunate," that are importunate for a place, and listen only to the claims of the live, cultured and faithful teacher. A fruitful source of poor teachers in the public schools is, that in too many districts the son or daughter, niece or nephew of a director, even though barely able to get a certificate of qualifications, easily secures the school through family influence and favor: while an applicant much more competent, and willing to teach for the same pay, not being connected by ties of blood or marriage with a director, is passed by. This evil has been felt to be so great in some States that it has been made the subject of legislative enactment. In the absence of any statute upon the subject, the remedy in this State lies almost exclusively in the hands of the directors. Upon their faithfulness in the discharge of their highest duty depends also whether the school shall be in the charge of a genuine teacher, or a mere time-server. There have been many excellent teachers who have entered the school room with no intention of making teaching a profession, and have done good work while there. Intelligent young men and women, themselves struggling for an education and thirsting after knowledge, have proved excellent teachers; their enthusiasm and good sense supplying, in a great measure, the lack of experience and knowledge of methods. Against such as these I am not anxious to see the school room closed—at least not until there is a sufficient number of teachers for all the schools, who have added to their study of books special preparation for their chosen vocation. But the door of the school room should be unhesitatingly shut in the face of the broken-down of other professions who are seeking an asylum, of those whose only claim is that they want or need to make a little money, and of the tramps and quacks who infest the teacher's profession as well as others —and the directors must shut the door; the people's money should not be squandered in such charity; the children's birthright should not be bestowed upon mendicants.

I have already spoken of the astonishing frequency with which teachers are changed in ungraded schools, and of the great evils that flow therefrom. Here too, we must look to school directors for the remedy. The great reason for the change during the year is, that the summer school is usually smaller than the winter school, and the average age of the pupils is much lower; and so, a cheaper teacher is employed. This practice, so common, of placing teachers of limited experience and scholarship in charge of these schools for the summer term, is no doubt due, in great measure, to the fact that their services can be had for small pay, and in part to the belief that they are as competent to teach the little children as those of better scholarship and more extended experience in teaching. That this is a serious mistake, has been often demonstrated. The statement that is the highest wisdom to secure for the instruction of young pupils the best teachers to be had, is so susceptible and easy of proof, that, in theory at least, nearly all persons of intelligence admit it to be true; but in practice how few do so! The manner in which pupils are employed and led in their first efforts to learn, has much to do with their future progress and attainments. It is not in the nature of children to be idle. Activity is the law of their being. They love to do, and they learn by doing. The most successful teachers are those who know best how to direct and utilize this activity of children for their own good. If, when children first go to school, they are required to do what is suited to their capacity, they will find a pleasure in doing; and if the work of each succeeding day is so arranged that it will follow in natural order that of the preceding day, it will help to fix what has formerly been learned or done, and at the same time will add thereto something new. To pupils thus taught the school room will be a pleasant resort—a place of work, it is true, but work of a kind that will be both interesting and beneficial. In order to have such teaching, great pains must be taken to select teachers who know something of the nature of the child-mind and its needs. And it is as essential to the well-being and highest efficiency of our schools that teachers of this class shall have charge of them during the summer term, when only the younger pupils are enrolled, as that they shall during the winter term.

Money, it is true, may be saved by engaging an incompetent instead of a skillful teacher, but the loss to the pupils will be many times greater than the amount thus saved. But the gain is not so great in dollars and cents as is imagined; for a teacher will almost always accept employment at a lower rate for seven or eight months than he will for four or five; and whatever gain there is of this kind is more than offset by the indisputable fact that a good teacher is worth fifty per cent. more the second term than he is the first. For it must have come within the observation of every one, that the schools that remain in charge of an intelligent, efficient teacher, year after year, show much better results than the schools which change teachers every term or every year. It is not too much to ask that directors should recognize a fact so evident, and an underlying principle that is so patent. They cannot acquit themselves of moral, if they can of legal, malfeasance in office, if they displace a competent and worthy teacher for a relative or favorite, or for any saving of expense that is not imperative.

One other duty imposed by law upon directors is much neglected. I refer to visiting and inspecting schools. Directors have done well when they have employed a good teacher and seen to it that the school-house is made comfortable and supplied with what is needful for the successful operation of the school; but they fall short of the performance of their whole duty, if, having done so much, they leave the teacher to do the rest. They should keep

themselves well informed of the condition of the school, by personal inspection of the same from time to time; for only by so doing can they be ready to counsel wisely with the teacher, as he has a right to expect them to do. By their visits, too, they can give support and countenance to a teacher, and stimulate both him and the pupils to more zealous efforts. They are the official guardians of the school, and both children and parents are influenced much in their estimate of the school by the degree of interest which they see the directors manifest in it. A great many duties, some of them quite onerous, are imposed by law upon directors—and for all they receive no pay; still, since I know from my own observation how much good it is possible for them to accomplish by a careful supervision of the schools, I cannot hesitate to urge upon them to give the time, and to take the pains, that the careful performance of this duty demands.

EXHIBIT OF SCHOOL WORK.

THE exhibit of drawing and other school work, ranging from Primary to Normal and High schools, was a distinctive feature of the meeting of the State Association at Allentown. The brief description here given was in type for our last issue, but lack of space prevented its insertion.

COURT HOUSE EXHIBIT AT ALLENTOWN.

In the words of praise spoken from the platform of the executive and local committees of the State Association, for their zeal and efficiency, no allusion was made to that having charge of the excellent exhibit of specimens of primary work in general, and of drawing, natural history and pedagogics in particular. Notwithstanding the difficulties to be overcome, mainly arising from the indifference of the teachers of the State in the matter of sending specimens, the work was very well done, for, in arranging and managing such an exhibit, Mr. Abbott, the chairman of the committee, is a host in himself. Taken as a whole it was the most complete showing of its kind that has been made in connection with the State meeting.

The committee secured the court house for the purpose, and devoted the entire grand jury room to the schools of Allentown alone. Here were exhibits in profusion of drawing, writing on slates and paper, examination papers in arithmetic, grammar, spelling, geography, history, and other studies, together with collections of botanical specimens from the grammar schools, that might well move the envy of pupils attending schools of higher grade elsewhere. The drawings included lettering, shading, half-tinting, architecture, and engineering work.

The entire space within the bar in the main court room was occupied by schools from abroad. Here the Keystone State Normal School at Kutztown made a lavish display of specimens of drawing, writing, and natural history, especially ornithology and botany. Of the former, little need be said to those who heard Prof. Kemp's admirable talk on birds, but the botanical specimens with the accompanying original "plant record" were the most complete ever seen at a State Association exhibit. Here too were papers prepared by the Pedagogical Society of this school.

Near by was the exhibit of the Bethlehem schools, whose efficient Superintendent, Mr. Geo. W. Desh, delighted to point out to the visitor how they teach in that historic town,—comprising Kindergarten work in colored designs, on slates and made with cards, map drawing, picture lesson stories composed by the little ones, reproduced stories, and specimens in industrial and mechanical drawing. Judging by the variety and excellency of this exhibit, Bethlehem has not made a mistake in establishing the superintendency, nor in calling Mr. Desh to the office. On the same side was the exhibit from the schools of West Bethlehem, vying with those of Bethlehem itself, presenting, in addition to the former, crayon drawings, designs in perforated work, a very fine case of minerals, zoölogical specimens and curiosities. Here also were found displays from Hokendauqua similar to those just mentioned but including some very neat little designs made with colored sticks, straw, clay, grain, acorn-cups and pins, also specimens of work in grammar and geometry.

The West Chester State Normal school made a very fine exhibit of drawings both from models and objects, of examination papers, and specimens of work done in English literature. In this part of the room were found also examination papers of the White Haven high school, and the exhibit of the Pennsylvania State College, consisting of mechanical drawing and specimens of work in wood and iron done in the industrial departments; and last of all the Allentown Business College, still under the efficient management of our old friend Prof. Blackman, was represented by a well-arranged exhibit of business papers and penmanship.

In the petit jury room, Catasauqua contented itself with specimens in drawing, Seiberlingville with fancy drawings and pictures of flags, Corry with original designs and specimens of writing, while Troy sent botanical specimens and as usual some very fine maps, in which the schools of this town probably excel any others in the State. Titusville, whose cultured Superintendent read the striking paper upon "High Schools," afforded a glimpse at its work by laying before the teachers of the State samples of work in crayon, and drawings illustrative of subjects in physiology and anatomy, together with specimen papers in literature, which were artistically illustrated with original designs by the pupils themselves.

Nor must we omit mention of a case of 350 mounted insects exhibited by Mr. W. P. Messinger, of Stemton, and a cabinet well filled with Indian relics exhibited by Mr. A. F. Berlin, of Allentown, who was recently the recipient of a gold medal from King Humbert of Italy, by whom he was also nominated a member of a learned society there in recognition of his scientific researches in American archæology.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, OCTOBER, 1886.

THE Annual Session of the Teachers' Institutes will be held in the different counties of the State at the times and places here named. The Institute has already been held in the counties of Potter and Warren, and in the city of Reading. Some three or four counties have not yet decided upon date or place. These will be announced as soon as reported.

Greene	Waynesburg	October 4.
Bucks	Doylestown	October 11.
Cambria	Ebensburg	October 11.
Tioga	Wellsboro'	October 11.
Berks	Reading	October 18.
Crawford	Meadville	October 18.
Erie	Erie	October 18.
McKean	Smethport	October 18.
Susquehanna	Montrose	October 18.
Allegheny	Allegheny City	October 25.
Cameron	Emporium	October 25.
Montgomery	Pottstown	October 25.
Lackawanna	Scranton	November 1.
Chester	West Chester	November 8.
Dauphin	Harrisburg	November 8.
Delaware	Media	November 8.
Lancaster	Lancaster	November 8.
Lebanon	Lebanon	November 15.
Lehigh	Allentown	November 15.
Mifflin	Lewistown	November 15.
Northumberland	Sunbury	November 15.
Huntingdon	Huntingdon	November 22.
Northampton	Easton	November 22.
Adams	Gettysburg	November 29.
Cumberland	Carlisle	November 29.
Franklin	Chambersburg	November 29.
Lawrence	New Castle	November 29.
Washington	Washington	November 29.
Bedford	Bedford	December 6.
Carbon	Mauch Chunk	December 6.
Snyder	Middleburg	December 6.
Juniata	Mifflintown	December 13.
Bradford	Towanda	December 20.
Clinton	Lock Haven	December 20.
Columbia	Bloomsburg	December 20.
Luzerne	Wilkes-Barre	December 20.
Mercer	Mercer	December 20.
Perry	New Bloomfield	December 20.
Schuylkill	Shenandoah	December 20.
Union	Mifflinburg	December 20.
Westmoreland	Greensburg	December 20.
Armstrong	Kittanning	December 27.
Beaver	Beaver	December 27.
Blair	Hollidaysburg	December 27.
Butler	Butler	December 27.
Centre	Bellefonte	December 27.
Clarion	Clarion	December 27.
Clearfield	Clearfield	December 27.
Fayette	Uniontown	December 27.
Fulton	McConnellsburg	December 27.
Indiana	Indiana	December 27.
Jefferson	Brookville	December 27.
Lycoming	Williamsport	December 27.
Pike	Milford	December 27.
Somerset	Somerset	December 27.
Venango	Franklin	December 27.
Wayne	Honesdale	December 27.
Wyoming	Tunkhannock	December 27.
York	York	December 27.
Monroe	Stroudsburg	Jan. 3, 1887.
Sullivan	Laporte	Jan. 3, 1887.

66 Institutes

SUPERINTENDENTS COMMISSIONED.

SAMUEL HAMILTON, Braddock, Pa. appointed County Superintendent of Allegheny County from September 1, to fill unexpired term of Mr. Johnson, resigned.

HENRY V. HOTCHKISS, of Meadville, has been elected by Board of Control to fill vacancy caused by resignation of Mr. H. R. Roth.

DAVID B. GILDEA has been elected and commissioned to be Superintendent of the schools of Plymouth township, Luzerne county. The township has over five thousand population, as required by the Supplementary Act of May 7, 1885.

ITEMS FROM REPORTS.

ARMSTRONG—Supt. Stockdill: Our annual examinations are over. We never had so many teachers as now. The directors have plenty to select from this year, but in a few places they have not chosen the best applicants. With plenty of good teachers to fill all the schools in our county, and some to spare, why take third-grade certificates in preference to first-grade? We should look to the interest of the boys and girls, and not to that of the teacher alone. The greater number of our teachers stood a good examination, better than at any previous time; some days we did not have any failures, while on other days fifty per cent. failed. Our standard is htgh, and our good teachers reach it. The Kittanning school building will be one of the finest in the State, when finished. Live, wide-awake Directors always keep abreast of the times. Kiskiminetas township is building two first class school houses; North Buffalo, one; Plum Creek, one; West Franklin, one; and Conshohocken and Bethel, each one. So the good work goes onward.

BERKS—Supt. Keck: Hereford, Longswamp and Albany each build one new school house, and Maxatawny, Greenwich and Robeson each two; the last also remodels one of its buildings. These houses will all be properly furnished. The districts named have all made wonderful improvements in the way of school houses and furniture.

CHESTER—Supt. Harvey: The last term of our Normal School at West Chester was its most largely attended session, and the Trustees have commenced another large addition to the building. Four districts are each erecting fine large school-houses: Tredyffrin, one near Paoli; Schuylkill, one at Oak Grove; Easttown, one at Ogden: and Sadsbury, one at Pomeroy.

CLINTON—Supt. McCloskey: I have visited

all the summer schools. One difficulty in the way of progress with these schools is that many of the teachers do not complete the term. They leave the school in order to teach a winter term, and by so doing make it necessary to engage another teacher to finish the term, making two beginnings and two endings: consequently much time is lost, My regular annual examinations are closed. With very few exceptions the teachers were well prepared in Physiology and Hygiene. Pine Creek district is seating three houses with new patent desks, and Woodward one.

JEFFERSON—Supt. Hughes: There have been in successful operation in this county during this summer five schools of Normal and Academic grade. They have all done good work.

JUNIATA—Supt. Auman: Thirteen public examinations were held during the month. Of the 141 applicants examined, thirteen failed to pass. Fifty-three directors and 231 citizens were present at the different examinations. The teachers have shown by their work that they have given the subject of Physiology and Hygiene special attention, all passing very creditably in this branch.

LANCASTER—Supt. Brecht: Twenty of the fifty-two districts in the county opened their schools in August. It is doubtful if our schools have ever opened under more favorable auspices than they do this fall. An especially strong corps of teachers, a number of new houses, and increase in salary and length of term in a fair proportion of districts; excellent health throughout the county, and the absence of any trace of half-hearted measures among School Boards in the organization and equipment of schools for the ensuing year, are hopeful signs of a promising school year.

LEHIGH—Supt. Knauss: The meeting of the State Teachers' Association, at Allentown, was a full and decided success. A large number of our teachers and friends of education attended and were highly pleased with the proceedings. The meeting did us good, and beneficial results must follow.

LYCOMING—Supt. Lose: There are two school-houses building in the county that deserve notice; one in Eldred township, and the other in Piatt township. Both are brick, and it seems to have been the object of the directors in both cases to build just as good houses as possible. Both are ventilated according to modern ideas, furnished with bells that can be heard throughout the respective townships, and built with large covered porches in front of the doors. In Eldred the patrons hauled the brick and lime free of charge, and paid for the bell by subscription. There seems to be a desire on the part of our directors to build only first-class houses—in which they are certainly to be commended.

MCKEAN—Supt. Campbell: Smethport comes to the front with the best qualified corps of teachers, all being Normal graduates of experience. So far as I know, this is the only Board in the county that has set aside all personal interest and allowed the principal to select all his assistants. This strengthens a weak place that has always existed in this school, and which still exists in all the other graded schools of the county. We should be glad to see all the other Boards follow the good example of Smethport.

MERCER—Supt. McCleery: Two new houses are being built in Greene, and one in Salem. The Directors of Hickory township have adopted a continuous term of seven months, and will not accept the application of any teacher whose certificate is not as good as *two* in every branch. With but few exceptions, the teachers and principals of our borough schools have been re-elected. Prof. A. J. Devereaux, for the past three years the popular principal of the Sandy Lake schools, goes to Cambridgeboro, and will be succeeded by his able assistant, W. H. McMullen, who is taking measures to purchase some valuable apparatus, and to make some additions to the library. A very successful summer Normal has been in session at Grove City.

MIFFLIN—Supt. Owens: We opened a class for Normal instruction to teachers in Lewistown, July 26th. About sixty teachers and those desiring to become teachers have been enrolled. Several new houses have been erected and are ready for the fall term. One new school will be opened in Derry district.

NORTHUMBERLAND—Supt. Wolverton: Fewer applicants than in any year of my experience present themselves for examination. The quality is the best of all I have examined, and as a result there are fewer rejections. Directors turn out well, and show a lively interest in their work. Jackson township has put new patent furniture into its school-houses—a wise movement. Point township is building a new house. Mt. Carmel adds an assistant principal to the high school. This is a vigilant Board, and in co-operation with the excellent principal, Mr. Lehman, they are making the schools there very good. Sunbury has done wisely in engaging all her corps of teachers as last year, and has added another school. Under the new regulations, Sunbury has ten directors. The county generally is doing well, and will not take any backward steps. No district has lowered the salary of teachers, but several have raised it, as to individual teachers. Milton and Mount Carmel begin this month with large additions to last year's number. Sunbury, after the completion of the new method of heating and ventilating her High School building, will have one of the most pleasaht buildings for the purpose of teaching to be found in the county. Her Board is alert for the improvement of her schools in every way. This would seem to be expected from the county seat.

PERRY—Supt. Aumiller: I held nineteen examinations throughout the county during the month of August. There were over 200 applicants, of whom 195 received certificates. It gives one pleasure to note an improvement on the part of a large majority of our teachers; nevertheless Directors have reduced the salaries in a number of districts. As a consequence many good teachers go to other counties, where they will find a more substantial appreciation of their services.

WARREN—Supt. Arird: A primary room has been added to the school building at Tiona. A new house has been built at Torpedo this season. The Pittsfield Board passed a resolution not to employ teachers whose certificates do not average *one and a half*. This is encouraging to good teachers.

CHAMBERSBURG—Supt. Hockenberry: Mr. David S. McFadden, for thirty years a teacher in intermediate and grammar grades of our public schools, died on the 27th of August. A warm friend, a patriotic citizen, zealous and successful in his chosen labors, he leaves many to mourn his loss. No instructor ever more carefully watched over the welfare of those committed to his care, or had greater joy at their success.

HAZLETON—Supt. Harman: Our teachers have all been elected and assigned to their positions. A number received an increase of salary. School buildings are being repaired, cleansed, etc., preparatory to the opening of school.

PHŒNIXVILLE—Supt. Leister; Owing to the increase of our school population in the South Ward, the Board decided to finish and furnish two additional rooms in the new portion of the Gay street building; also to transfer the high, grammar and secondary schools of the South Ward, which heretofore were in different buildings, to the Gay street building. At its regular meeting the Board appointed twenty-eight teachers for the ensuing year. Two of these have not taught heretofore except as substitues. Miss Ella Waitnright, a former teacher and a recent graduate of the Kutztown Normal, was re-appointed. I regret to report that Miss Cora Maxton, one of our best teachers, has resigned to accept a better position (as I understand) in Delaware county.

LITERARY DEPARTMENT.

GEORGE ELIOT AND HER HEROINES. *A Study. By Abba Goold Woolson. New York: Harper & Brothers. 12mo., pp. 177. Price $1.25.*

There have been a great many longer and more pretentious books written about the greatest woman novelist of our language than is this neat volume of Mrs. Woolson, but there have been none in which George Eliot's greatness as a literary artist, and her limitations, too, have been more fairly, clearly and satisfactorily set forth. In our admiration for her consummate skill, we were perhaps blinded to her faults. At least it was needed that we should have pointed out to us that the whole undertone—the ultimate tendency of her novels—is not of the wholesomest or most elevating; for this is so skilfully disguised, so sweetly sugar-coated, that many a reader would never detect it until the evil effects of the unconsciously imbibed false teaching made themselves felt in his own views of life and practical character. To the reader and admirer of George Eliot this volume will be most welcome. It is a model of earnest, discriminating and thorough literary study and criticism.

RASSELAS, PRINCE OF ABYSSINIA. *By Samuel Johnson, LL. D. Boston: Ginn & Co. 12mo., pp. 157.*

PLUTARCH'S LIVES. *Clough's Translation. Abridged and annotated for schools by Edwin Ginn. With Historical Introduction by W. F. Allen. The Same. 12mo., pp. 333.*

These two of the latest volumes of Messrs. Ginn & Co's uniform series of "Classics for Children" merit all the praise we have from time to time given to the preceding books of this most excellent series. They show the same good judgment in editing, the same correct taste in selection, and will have the same wholesome influence on the young people who are given the opportunity to read them, as was with the Kingsley's Water Babies and Greek Heroes, Lamb's Tales from Shakespeare, Scott's Lady of the Lake, and some of his best historical tales, and in fact all of the volumes in the series without an exception. The substantial form and very low price of these "best books" of literature give them a claim from which there is no excuse to a place in every school library.

OUTLINES OF ÆSTHETICS. *Dictated Portions of the Lectures of Herman Lotze. Translated and Edited by Geo. T. Ladd, Prof. of Philosophy in Yale College. Boston: Ginn & Co. 12mo., pp. 113. Price, $1.00.*

This marvellously compact little volume is the fifth of "Lotze's Outlines of Philosophy," a series of books of the highest interest and importance to students of philosophy, giving, as they do, the concentrated essence, as it were, of the whole comprehensive system of thought propounded by the late Prof. Lotze, which is, perhaps, the most important contribution to philosophy made since Herbert Spencer gave to the world his First Principles of Evolution. Lotze's philosophy is important not only in itself, but as being the most formidable and worthy system opposed to Evolution that has yet arisen; and as being the basis on which proceeds much of the most vigorous theological, ethical, and æsthetical thought of recent times. The preceding volumes were Outlines of Metaphysics, of the Philosophy of Religion, Practical Philosophy, and Psychology. This volume treats first of Beauty and the sense of the Beautiful; then of Music, Architecture, Plastic Art, Painting, and Poetic Art. It is well translated and ably edited, yet withal is a book that requires hard and close study to be fully understood and appreciated.

NATURE AND OTHER ADDRESSES. *By Ralph Waldo Emerson. New York: Jno. B. Alden. 12mo., pp. 101. Price, 40 cents.*

BIOGRAPHICAL AND CRITICAL MISCELLANIES. *By Wm. H. Prescott. The Same. 12mo., half morocco, pp. 234. Price, 65 cents.*

These two volumes, which can also be had uniform in either style of binding, are among the handsomest and best made books ever issued by Mr. Alden. Indeed, he has shown a steady improvement in the quality of his publications within the last few years, while at the same time his prices continue to astonish us by their lowness. Those who have seen only some of his earlier publications, many of which were so cheaply gotten up that even their low price was really more than they were worth, must not judge his later books by them. He now makes them the equal, in good paper, print, and substantial and handsome bind-

ing, of the majority of works issued by any of our leading and much higher-priced publishers. The volume of Emerson certainly leaves nothing to be desired in this respect. The edition is named the Ideal, and its peculiarity is the unusually long and narrow page, which, after one becomes accustomed to it, must be allowed to have some decided advantages over the more usual and better-proportioned style. There are ten of Emerson's matchless essays, or addresses, in the volume, including the famous ones on Nature, Idealism, Spirit, Beauty, and Literary Ethics. The volume of Prescott has his too little read essays, graceful, scholarly, charming, on Charles Brockden Brown, Cervantes, Scott, Moliere, and Italian Narrative Poetry. The books are worth double the price.

THE PHILOSOPHY OF WORDS. *A Popular Introtroduction to the Science of Language. By Frederic Garlanda, Ph. D. New York: A Lovell & Co. 12mo., pp. 287. Price, $1.50.*

The author has made an interesting volume on an important subject. A thorough acquaintance with the philosophy of words, while essential to every literary student, is almost as essential to every teacher of English grammar, reading, rhetoric, etc. The last chapter, on Language and Education, will be found specially suggestive to teachers. The other chapters treat of Sounds and Language, the English Language, Comparative Grammar, Outline History of the Science of Language, the Question of the Origin of Language, Comparative Mythology, Languages of Races, Local and Family Names. Dr. Garlanda follows substantially Max Müller in his theory of the origin and development of language, mythology, etc., which by no means all students of ethnology and philology accept. Nevertheless the work is full of information, much of it interesting to most if only for its novelty; and all of it useful and highly suggestive.

A HISTORY OF EDUCATION. *By F. V. N. Painter. New York: D. Appleton & Co. 12mo., pp. 335. Price, $1.50.*

Some time ago we reviewed Campayre's History of Pedagogics. The book before us has a somewhat broader and more popular scope. It lays not so much stress on the history of the science, and more on that of the practice of education. It is very comprehensive, beginning with an account of education in the oriental nations, China, India, Persia, Israel and Egypt; then going on to ancient Greece and Rome; next considering Christian education before the Reformation; and finally, from the Reformation to the present time. Of course so comprehensive a plan must leave many interesting details untouched, and we are rather surprised that the treatment is as full as we find it. In spirit and method the work is admirable; philosophical and distinctly Christian, tracing very clearly the progress of education as a distinct factor in the advance of civilization. Prof. Painter follows the histories of Raumer and Karl Schmidt very closely; he could not have chosen better guides. The book is one the want of which has long been felt, and it will be welcomed by all educators. With such an excellent beginning the succeeding volumes of the "International Education Series," of which this is the second, should be looked for with hopeful expectancy. The aim of the series is "to provide works of a useful practical character in the broadest sense," for teachers and school managers' libraries, and for use in normal classes. With Dr. W. T. Harris as editor, and the Appletons as publishers of the series, its value and success are assured. We commend it to the special attention of our readers.

OUR GOVERNMENT. *How it Grew, What it Does, and How it Does it. By Jesse Macey, A. M. Boston: Ginn & Co. 12mo., pp. 238.*

Some of the views on the labor problem advanced in the just noticed volume, and a good many given in the newspapers of to-day, would have been impossible if those who expressed them had studied this useful work of Mr. Macey, showing clearly what does and what does not belong to the functions of our State and National government. It is a book such as has long been needed. We need only indicate the range of topics treated, and say that their treatment is simple, clear, generally accurate, and sufficiently full, to convince our readers of the usefulness of the book in every American home, and the propriety of placing it or another equally good upon the same subject in every American school. The first part is historical, showing the origin and early form of our government, up to the formation of our federal constitution. Then are treated Education, Origin of Public Schools, School Districts, School Boards, Support of Schools, Teachers' Certificates, Superintendents, Normal Schools, etc.: The Highways; Care of the Poor, Taxation, Incorporated Towns and Cities, Elections. Next comes Part III. on Administration of Justice, telling all about juries, courts, and the multitude of court officials. Just as fully are explained the Postal Service, Banks, Money, the different Government Departments, Legislation, and Constitutions. In an appendix are given the Articles of Confederation and the Constitution. It is an exceedingly useful book, of advantage to every intelligent citizen.

THE FIRST THREE YEARS OF CHILDHOOD. *By Bernard Perez. Edited and Translated by Alice M. Christie. With an Introduction by James Sully, M. A. Chicago: A. N. Marquis & Co. 12mo., pp. 324. Price, $1.25.*

As treating of the observed data of the infant mind, as much as possible before habits have been formed, or the environment and education have had any influence, this painstaking work is an important contribution to the science of human psychology. But as showing how ideas of truth and falsehood arise, the imagination, memory, judgment, conscience are developed, and how these may be moulded and educated, the book is of still greater practical importance to teachers, and especially to parents. The Introduction by Prof. Sully, the well known psychologist, is in itself an able treatise on the subject. The book is not a dry dissertation, but remarkably interesting and even entertaining, clearly written and as clearly translated—a work well worthy of careful study. Paper, typography, binding, leave nothing to be desired.

THE LABOR PROBLEM. *Plain Questions and Practical Answers. Edited by Wm. E. Barns, with an Introduction by Dr. Richard T. Ely. New York: Harper & Bros. 16mo., pp. 330. Price $1.*

The labor question throughout our country has attained to such proportions that it can no longer be ignored by any one. The principles underlying the relation of capital and labor, employer and employed, need to be studied and clearly understood. The sooner this is done the sooner will the present conflict between them end, and they be brought to a right and lasting adjustment. We place our main hope for a righteous and peaceable adjustment of the trouble on the spread of intelligence, a right understanding of the fundamental principles of right and truth, and their application to the subject. To such intelligence this book will largely help. It gives a clear statement of the questions at issue between labor and capital; and then

a symposium on the various phases of the problem, presenting the views of political economists, of manufacturers, working-men, divines, journalists, labor commissioners and others; profit-sharing, trades unions, and arbitration are fully treated, and various side-lights are thrown upon the labor problem. It is perhaps the most succinct and "handy" work on this burning question in the language. We know of none other likely to be as satisfactory and helpful to the general reader.

THE MAKING OF PICTURES. *Twelve Short Talks with Young People. By Sarah W. Whitman. Chicago & Boston: The Inter-state Publishing Co. 16mo., pp. 131. Price, 60 cts.*

ENTERTAINMENTS IN CHEMISTRY. *Easy Lessons and Directions for Safe Experiments. By H. W. Tyler. The Same. 16mo. pp. 79. Price, 60 cts.*

THROUGH A MICROSCOPE. *By Samuel Wills, Mary Treat, and F. L. Sargent. The Same. 16mo. Illustrated. pp. 126. Price, 60 cts.*

These attractive and well made little handbooks sent us by the new "Inter-state Publishing Co." by their very appearance commend this firm to the favor of the lover of neat and tasteful books. And an examination of their contents at once confirms this good impression. All three of them belong to that class of works which serve as incentives to the young folks to study further in the arts or sciences of which their pages give such an appetizing taste. Therein consists their value. We have plenty of books good for young people to study; we need more that shall make them *want* to study. Mrs. Whitman's volume deals, in a natural, straightforward manner, with the principles which underlie the various branches and processes of art—painting, etching, engraving, and the different reproductive processes. It will not only be found very helpful and stimulating to the young art-student, but no less so to the teacher of art. Prof. Tyler's book tells what chemistry is and how best to study it. He leads the young student on to an acquaintance with the principles of the science by means of a series of simple experiments which can be made by any one at little cost, and yet serve every purpose. "*Through a Microscope*" tells not only what may be seen, what new wonders studied, but also where and how; and moreover gives practical instruction by which a good, cheap home-made microscope may be constructed. All three of the books deserve a place in every school library, and will do good there.

UNITED STATES HISTORICAL OUTLINES. *For Teachers and Students. By F. Gillum Cromer, Union City, Ind.: Published by the Author.*

Such a list of dates and facts, comprising "all the leading events" of American history, may be made helpful to teachers and possibly to scholars; but the likelihood is that in nine cases out of ten it will be made a tyranny to the latter at least, and an aid only to the dissipation of all interest in history, by making it a mere mechanical process of memorizing. It is a double-edged sword, therefore—good for some, harmful for others.

THE DEVELOPMENT OF THE ROMAN CONSTITUTION. *By Ambrose Tighe. New York: D. Appleton & Co. 18mo., pp. 131. Price, 45 cents.*

This is one of the most recent volumes of Appletons' well-known series of History Primers. It is, however, by no means a book for primary scholars, but for advanced students of history and political economy to appreciate, and yet for the general reader to understand and profit by. Telling first what are the chief sources of Roman history, it shows then the structure of ancient society, of Rome under the kings, the earliest reforms of the Roman constitution, the conquests and colonies, further development of the coustitution, and finally, how Rome was governed at the time of the Second Punic War. The teacher of history will find the little book of great help to him. To understand thoroughly our own political constitution, or that of any other nation, a knowledge of the original parent constitution of all, as here set forth, seems absolutely essential.

SIX WEEKS' PREPARATION FOR READING CÆSAR. *By J. M. Whiton, Ph.D. Boston: Ginn & Co. 18mo., pp. 107. Price, 45 cts.*

Dr. Whiton has certainly succeeded to a remarkable degree in combining, in this little book, thoroughness with expedition. The first part not only affords a concise and reliable guide, by references to Allen and Greenough's, Gildersleeve's and Harkness' Grammar, but also copious and sensible explanations of just such points as beginners need. Each lesson contains everything for which a grammar needs to be consulted on its subject, except the paradigms. Part second contains aids for the pupil after he has begun reading Cæsar. It is a compact, thorough, and excellent work, but the average pupil will require more than "six weeks" for its mastery.

JUGURTHINE WAR OF SALLUST. *Edited by Chas. Geo. Hebermann. New York: D. Appleton & Co. 12mo., with map and illustrations, pp. 279.*

There is much sound and thorough scholarship revealed in the Introduction, Notes, etc., of this volume. The notes are not of a character to help the student over hard places without understanding them, but by making him understand them. The references are to the leading Latin grammars. The text follows that of Jordan; the typography is clear, paper good, and whole mechanical make-up excellent. We heartily commend it to Latin classes in need of a thoroughly reliable Sallust.

HISTORY OF THE CONQUEST OF MEXICO. *With a Preliminary View of the Ancient Mexican Civilization, and the Life of the Conqueror Hernando Cortes. By Wm. H. Prescott. In two volumes. Vol. I. New York: Jno. B. Alden. 12mo., gilt top, illustrated, pp. 467. Price, $2.25 the set.*

There are no doubt thousands who appreciate the need of every student of American literature and history having Prescott's charming works, but who have been unable to meet this need on account of the high price. To them this edition, at less than half the usual price, will be a great boon. It is needless to say that there is no other history of Mexico to be compared with Prescott's. This edition contains all that the highest-priced editions have, illustrations, notes, index, and everything. It is well printed, on good enough paper, and bound in substantial and handsome style. No school or teachers' library need ask for a better edition.

EASY LESSONS IN FRENCH. *According to the Cumulative Method, Adapted to Schools and Home Instruction. By Adolphe Dreyspring. New York: D. Appleton & Co. 8vo. pp. 142.*

Some time ago we had occasion to note approvingly Prof. Dreyspring's application of the cumulative method to German. We venture to say that its application to the study of French will meet with equally great success. It does not begin in the ordinary way, with pages of paradigms of declension and conjugation; but in the more easy and natural way, with simple sentences, presenting the normal phases of the language first. From this it then proceeds gradually, with much repetition, to build up a knowledge of the whole language. The guides to pronunciation

are particularly simple and accurate, so that any one can, with but little assistance, make himself master of enough of the language for ordinary conversation from this book alone.

BARNES' NATIONAL SYSTEM OF PENMANSHIP. *New York: A. S. Barnes & Co. Six Nos. Price, $1.50.*

The publishers have succeeded in producing an exceedingly attractive and every way excellent series of copy-books, containing a thoroughly practical system of penmanship, well classified and graduated; the printed business-forms, checks, receipts, etc., to be filled out by the scholar, are novel and useful features. The books are handsomely made, the paper is of excellent quality, and altogether the series is very superior to most books of the kind.

GREEK LESSONS. *By Robert P. Keep. New York: D. Appleton & Co. 12mo., pp. 257.*

The need of a simple grammar with exercises, preparatory to entering upon the larger grammars, introductory as it were to these, is recognized by teachers of beginners in Greek. Just this need Prof. Keep aims to supply in this satisfactory volume. The book is meant to serve as an introduction, companion and guide to Hadley & Allen's grammar. Hence there are many references to the latter. The exercises are accompanied by vocabularies, and the rules of syntax required are printed in full. At the close of the book, instead of the usual short disconnected sentences from various Greek authors, there is given a portion of the Anabasis in full, thus preparing for the reading of Xenophon, which usually is the first author taken up by students. The volume is one that will be appreciated by many teachrse.

ASTRONOMY BY OBSERVATION. *An Elementary Text-book for High Schools and Academies. By Eliza A. Bowen. New York: D. Appleton & Co. 4to., pp. 90, charts and illustrations. Price, 50 cts.*

A book like this cannot fail to interest students in astronomy. It makes the scholar become an independent observer of the heavens, by teaching him how to identify the constellations at various seasons and hours of the night. Then the motions, etc., of these observed heavenly bodies are described in plain language. The student is incited to think; and theories are always deduced from observed and understood facts. A little knowledge of elementary geometry, and of the laws of light, is all that is presupposed in the scholar using the book. Such an one can with little pains take up the study of Astronmy without a teacher, and with no other guide than is afforded by this practical and every way excellent volume.

YOUNG FOLKS' ENTERTAINMENTS. *Written exclusively for this work by E. C. and L. J. Rook. Philadelphia: National School of Elocution. 12mo., paper, pp. 115.*

THE ELOCUTIONISTS' ANNUAL. *No. 14. Compiled by Mrs. J. W. Shoemaker. The Same. 12mo., paper, pp. 200.*

The first of these books contains a large number of original, quite new Motion Songs, Charades, Pantomimes, Tableaux, Concert Recitations, Drills, etc. Their average quality is better than is found in many such collections. All of them being new will recommend the book to those who have the burden of getting up entertainments resting upon them. Mrs. Shoemaker's *Annual* also has a variety of new Readings, Recitations, Dialogues, and Tableaux. The selection of prose and poetical readings and recitations is made, very wisely, from the standard authors of the language. They take up the bulk of the book, which is well, for they are much better than the dialogues and charades, which occupy the last thirteen pages.

ELEMENTS OF ANALYTIC GEOMETRY. *By G. A. Wentworth. Boston: Ginn & Co.*

A book for beginners in geometry. The truth that it is only by exercise in the solution of problems that the science can be mastered is, very properly, everywhere proceeded upon. Hence exercises abound, advancing from the simplest to those more difficult. Special propositions, more difficult than the rest, are given at the ends of the chapters as "Supplementary Propositions." A key with answers is given as Appendix, and occupies 26 pages. The book is uniform in make-up with the rest of Wentworth's Series.

A FIRST READER. *Stickney. Illustrated. Boston: Ginn & Co. 12mo. Boards, pp. 182.*

Just a shade higher in grade than Stickney's Primer Its guiding principle is the only correct one, namely, to provide such reading even for the youngest pupils, as shall not only interest them, but cultivate good literary taste, promote right feeling, and appreciation of what is excellent. The exercises, or selections, are mostly taken from our standard juvenile magazines. A few songs are interspersed. We consider it a good book.

FIRST NATURAL HISTORY READER. *Illustrated. By the Rev. J. G. Wood. Boston: Boston School Supply Co. 16mo. pp. 109.*

A first-rate book as introductory to the study of Natural History, but not specially adapted as a primary literary exercise. The teaching of reading belongs to the department of literature, not of science. There is too much of a tendency to forget this in our "practical" day.

SHORT STUDIES IN ENGLISH. *New York: A. S. Barnes & Co. 12mo. Illustrated, pp. 220.*

An attractive picture book, aiming in an interesting manner to teach the principles of grammar, the use of capitals, punctuation, spelling, and composition and letter-writing, *by practice.* If properly used by a skillful teacher, this aim may be accomplished.

HARPER'S NEW MONTHLY MAGAZINE (New York: Harper & Brothers. $4 a year,) contains with every issue much that is of special use and interest to teachers. Its industrial articles, historical papers, biographical, literary, and articles on travel, make it an education in itself, and invaluable to the teacher who would keep up with the times in literature, science and art. Its variety of contents makes it particularly suitable for school libraries and reading circles.

THE LIBRARY MAGAZINE is a monthly eclectic magazine, averaging about 100 pages, issued by Jno. B. Alden, 393 Pearl St., New York, at the exceedingly low price of $1.50 per year. It reprints mainly from the leading English magazines and reviews. The September number has excellent articles on Genius and Precocity, by James Sully; Home Rule for Ireland, by Justin McCarthy; literary articles on Wordsworth and on Charles Lamb, on Martin Tupper's Autobiography, which has made such a stir, and a parody on the Baconian theory of the authorship of Shakespeare, entitled Who Wrote Dickens? There are also articles on British Rule in India, the State Purchase of Railways, Our Railroad Methods, the Greek Home according to Homer, A Pilgrimage to Sinai, and others as interesting, besides a department of Current Thought. Altogether it gives more good reading for the money than can be had anywhere else, though the make-up of the magazine has a rather cheap and unattractive appearance.

STRONG LADS OF LABOR.

J. Beuler.

1. Let oth-ers proclaim the bold son of war's fame, And the heroes of cannon and sa - bre, A song let us sing, and around let it ring, In the praise of the strong lads of la - bor.
2. Let lux-u - ry's fool, in his proud splendor roll, Or dance out his life to the ta - bor, Could he drink, could he eat, could he clothe head or feet, Were it not for the strong lads of la - bor? The sword, tongue, or pen, with good minds and good men, May each prove a very good neighbor, But a nation's true power, in danger's dark hour, Ex - ists in her strong lads of la-bor; But a nation's true pow-er, in danger's dark hour, Exists in her strong lads of la - bor.
3. From for-est to cit - y, from cra - dle to cof - fin, We see the great work of their hands, sir, Each mountain's high crest, and the ocean's broad breast, By the might of the toiler is spanned, sir. Then send the shout home, to the sky's lofty dome, Be each man to man, brother and neighbor, But in war, plague, or panic, their shield's the mechanic, And the aid of the strong sons of la-bor; But in war, plague, or panic, their shield's the mechanic, And the aid of the strong sons of labor.
Sing the plow, plane and plumb, trowel, hammer and loom, And reward to the strong lads of la-bor; Sing plow, plane and plumb, trowel, hammer, and loom, And reward to the strong lads of labor.

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SCHOOL GROUNDS: SIZE, ENCLOSURE, IMPROVEMENT.*

BY J. P. WICKERSHAM.

NO person traveling in Pennsylvania can fail to notice the school-houses, and all such persons will bear witness to the fact that a very great proportion of the grounds and enclosures about them have been sadly neglected. Sometimes the school-house stands half in the road and half in the adjacent field; sometimes, it stands altogether in the field, but with the front on the direct line of the field fence and in the place of a few panels of it; and again, it may be seen at the angle of a cross-road, or on the narrow strip of land formed where two roads fork, as if purposely to accommodate those pupils who may be less interested in their books than in what passes on the highway. Not unfrequently, it is placed on some low, damp, marshy spot; on some exposed, rocky common; or high up on a bank by the road-side, unprotected from the heated rays of a summer sun or the fierce cold winds of winter. In all these situations, it is easy to see that no well-arranged school-grounds could exist. The pupils must exercise, if they exercise at all, either in the school-house or on the public road, or trespass on some adjoining property.

But there are many school-houses that are better situated than those just described. Of these, some are located in the borders of open woods, which furnish grateful shade, and room for the pupils to amuse themselves during play-time; while others have play-grounds attached to them which are sometimes enclosed, and more rarely planted with shade trees. No one can pass, however, the large majority of this class, without noticing the scanty dimensions of their school-grounds and the evidences of neglect about the whole premises. When the grounds are merely open wood-lands, though the bounds are sufficiently ample, the pupils have but the same privilege as the animals that roam at liberty through them; and when enclosed, the enclosures are too often rough and constructed without taste, and sometimes, broken down or otherwise out of repair. The gate cannot be closed or is entirely off its hinges. The trees about the grounds have been injured or destroyed, or, at best, have gone unprotected and untrimmed. The play-ground near the door and the walks through it are unguarded and unpaved, and in wet weather become muddy; and in some parts, the ground is covered with rubbish or overgrown with brushwood.

In the preceding remarks, reference has been had only to rural districts; but village school-grounds bear the same evidence of neglect. Land is more valuable in a village than in the country, and, in comparison, village school-grounds are generally smaller, and we very frequently meet with school-houses wholly without them. Often, no more ground belongs to the

* This article is reprinted from "School Architecture," published by the Department of Common Schools in 1856. Though written thirty years ago, it will still be suggestive to many Directors.—ED.

school than the spot upon which the house stands, with the addition sometimes of a narrow alley by which to reach the rear of the building. Here the exercises of the school must be constantly interrupted by the noise of the street, and the morals and manners of the pupils contaminated by its vulgarity and vice.

It will be right to add that in all parts of the State, both in town and country, there are noble exceptions to what has been said; but the general truth of the statement cannot be questioned, and this condition of affairs calls loudly for amendment.

ADVANTAGES OF WELL-ARRANGED SCHOOL GROUNDS.

They promote health.—Supposing that a pleasant, retired, dry situation has been chosen for the school-house, care should be taken to attach sufficient grounds to it, to permit free, exciting, bodily exercise; and this will be promotive of health. Physical education, much as it has been neglected, is important. The organs of the body as well as the powers of the mind, were given for use, and to make either effective for the purposes intended, requires training. In a school, periods of time devoted to study should always alternate with intervals devoted to physical exercise; as study, with close confinement, cannot be otherwise than injurious to the young. Students of sedentary habits unavoidably lose their bodily vigor, if not their health. Parents are frequently called to lament the pale and sickly appearance of their children, when they attend school regularly; and hundreds of premature deaths have taken place from the effects of overtasked brains and a want of corporeal exercise. Says Dr. Warren in a lecture before the American Institute of Instruction: "Too much of the time of the better educated part of young persons, is, in my humble opinion, devoted to literary pursuits and sedentary occupations, and too little to the acquisition of the corporeal powers indispensable to make the former practically useful." And another writer on the same subject remarks that "the influence of the physical frame upon the intellect, morals and happiness of a human being, is now universally admitted. The extent of this influence will be thought greater, in proportion to the accuracy with which the subject is examined. Bodily pain forms a large proportion of the amount of human misery. It is, therefore, of the highest importance that a child should grow up sound and healthy in body, with the utmost degree of muscular strength that education can communicate." If these views be true, the development of the corporeal organs is an important part of education; and it becomes the duty of those having the control of the matter, to attach play-grounds, suitable for various athletic games and gymnastic exercises, to every school-house.

They conduce to order and to progress in study.—The experience of teachers has proven that children would attend school much more regularly, be more attentive to their studies, learn more and learn it better, if school-houses were pleasantly situated and school-grounds properly arranged. The character of surrounding objects strangely affects the mind, and inspires a disposition and power to accomplish what we have to do, or dampens the energies and renders the spirits gloomy. Hence, neglected school grounds and dark, dull, uncomfortable school-houses, cannot but be unpropitious to study.

In a school-house erected upon a street or by the side of a highway, the exercises of a school must suffer great interruption from noise, and considerable disturbance from the pupils' curiosity to see every passing object. At play, in such cases without a play-ground, the pupils are themselves in constant danger from horses and passing vehicles, while they sometimes frighten horses and annoy travelers.

In such situations as are removed from the street or highway, but which are without play-grounds, the pupils are apt to trespass upon the neighboring fields, much to the annoyance of their owners, or conduct their games in the house, thus damaging the furniture, and rendering the house unclean and a scene of uproar and confusion.

Play, fun and frolic, children will have. It is natural, and we have no feeling in common with that sour asceticism that would condemn this disposition, or chide them for its reasonable indulgence. But it must be guided, and it is important that it should be guided aright. If school children, in hours devoted to amusement and exercise, be allowed to run wild—up and down the highway—to the neighboring creek or wood—through the village—everywhere and anywhere their fickle fancies may prompt, the teacher can have little control over them. They may quarrel, use vulgar or profane language, act improperly toward passers-by, and the teacher remain in complete ignorance of the fact. He cannot even have a general knowledge of their conduct while

engaged in play. It is better far that a play-ground, large and convenient, should be provided, in which they can amuse themselves, but without restraint, under the teacher's eye and within his hearing. At short intervals of "intermission," too, without grounds for play, the pupils must either sit listlessly about the school-house or be under the necessity of wandering too far away from it; but with them, they can at once engage in exhilarating sports, set the blood to coursing swiftly through the veins, while they breathe the pure air; and when the bell calls back again, their tasks will be resumed with freshened spirit and renewed energy. Good play-grounds, therefore, not only promote health, but are both useful and convenient in the business of education.

They enable the teacher to impart important lessons in manners and morals.—The play-ground affords the best opportunity to the teacher of becoming more fully acquainted with the disposition of his pupils, of forming their habits and imparting many useful moral lessons to them. While engaged in play, restraint is thrown off, and real character displays itself; and the teacher, if he freely mingles among his pupils, as he should, may gather much information that will aid him in his school-room duties and prove beneficial to the school. Unkind words will not be spoken nor profane language used when he is present; and gentleness of manners and propriety of conduct will thus soon grow habitual. Instances, indeed, are not wanting, in which, when rebellious natures had stirred up discontent among the pupils, and appearances indicated the subversion of the teacher's authority, he was able, by judicious management on the play-ground, to arrest the rising tumult and win all hearts to respect and love him.

They refine the feelings and cultivate the taste.—We have around us silent teachers. The towering mountain, the setting sun, the clouds of heaven—all that is sublime or beautiful in nature and art—elevate the mind and humanize the feelings. On the other hand, disproportioned, deformed or neglected objects, excite no train of pleasurable emotions. The youthful mind is peculiarly susceptible to influences of this character, and, it cannot be doubted that the unimproved and uninviting grounds about our school-houses, have an effect to deaden the sense of beauty and refinement.

The site of a school-house should command a prospect of the finest scenery in the neighborhood; the school-grounds should be neatly enclosed and planted with shrubbery and flowers; here and there clumps of forest trees should furnish shade; the walks should be paved and bordered with flowers, and these trees and these flowers should be under the special care of teachers and scholars; the latter being taught to love and protect them. If all this were realized, who can doubt that the noblest feelings of the human heart might here be trained; and that, instead of the ruthless disposition to destroy, and of rough, rude conduct and careless habits, which too often characterize the pupils of our common schools, all would have their feelings refined and purified!

IMPROVEMENT OF SCHOOL GROUNDS.

In cities and towns, it is generally impossible to obtain school grounds of proper size, in convenient localities, without great expense, and their dimensions must therefore depend on circumstances. It might be remarked, however, that it would be better for pupils to walk a considerable distance, than that the limits of their play-ground should be so narrow, as not to admit free exercise for the whole school. Wherever land can be had at reasonable rates, half an acre is the least amount that would well subserve the purposes of an ordinary school, and an acre would be none too much.

* * * * *

Teaching is now rapidly assuming the rank of a profession. To retain it such, it must have its known permanent locality. The clergyman resides near the church. The lawyer has his office and his residence hard by the court-house. The physician places himself in the town, or other densest portion of the population to be benefited by his skill. This is the law of other avocations, whether mechanical or commercial. Each is found to have its appropriate locality. The same law will undoubtedly be found to govern the profession of teaching, when it shall be fully developed and shall have occupied its proper place, as well as its true rank, in the land; and therefore, the Board of Directors who shall earliest provide for, and soonest effect this manifest destiny of the teacher, will be found most surely and most fully to have promoted permanency in the improvement of their schools.

The erection of a teacher's house, on a portion of ground sufficiently large for a garden and the other purposes of a family, will be found economical as well as beneficial in many particulars. His vicinity to the school-house will enable him to guard it and the grounds from injury, when the school is not in session. His supervision

over the play and out-door conduct of the pupils will be greatly increased for good. Those frequent changes of teachers, which now so much retard the progress of scholars, will be materially lessened in number. The standing and influence of the teacher will be promoted, by placing him in and before the community as a resident official member of it, laboring for its benefit in the most important department of its interests. In short, from whatever point it may be contemplated, the teacher's house assumes an importance, in the building up of the Common School system, only secondary to that of the school-house.

It is not, of course, intended to intimate, that this addition to the necessary agencies of the system should at once be made, nor even that the means of any district should be over-strained to promote it. But it is very certain, that the prudent forecast which shall now provide for its ultimate accomplishment, will be most abundantly justified and rewarded in the end.

The most dry and beautiful grounds are those which slope towards the south or from the front of the school-house, which should always have its front in that direction. The inclination should be gentle, though perhaps for purposes of play level grounds would be the most suitable. They should never slope in the opposite direction, if it can be avoided, as a northern exposure is more cold.

The shape should if possible be rectangular, the length extending north and south, and bearing the proportion to the breadth of about three to two. A school lot containing six thousand square feet, might be one hundred feet long and sixty feet wide; one containing half an acre, one hundred and eighty feet by one hundred and twenty-one; and one containing an acre, two hundred and forty-two by one hundred and eighty feet.

As the front of the grounds will probably border on a highway or street, it will be better, in order to escape noise and secure uninterrupted attention to study, to place the school-house in the back part of the grounds, on a line extending lengthwise through the centre of them. A paved walk should extend from the gate-way to the house, terminating at the paved portico immediately in front of it. A close and high board fence should extend from behind the house to the centre of the fence at the back end of the grounds. Walks might also extend on a line with the front of the house to both sides. The two spaces thus cut off should be private, in mixed schools, one for each sex; and the large space in front be enjoyed by both in common. The former might be laid out in grass-plats with shrubbery and beds for flowers, and the latter, especially in towns and cities, should be paved with brick. Brick will be more costly than sand or gravel, but will answer a better purpose. The hardened soil would answer well except in damp or wet weather. There should be shade trees in all parts of the grounds, but special care should be taken in this respect with the private spaces previously described. In grounds like these, pupils desiring to read or study could do so without interruption, amidst the shrubbery and shade of those portions appropriated to this object; and others, wishing to watch the sportive game, or enlist among the players, could enjoy that opportunity, unmolesting and unmolested.

The Enclosure.—The enclosure should combine the qualities of neatness and substantiality. A wall has been recommended by some, and it would undoubtedly possess the latter quality. It could not be easily broken down; and, if sufficiently high, would enable the children, when at play, to conduct their sports unobserved; but school grounds thus enclosed have too much the appearance of those belonging to a prison or a nunnery. They have a heaviness and gloom about them, which are neither pleasant to the feelings nor congenial to the taste. Cast-iron paling, now furnished in such a variety of patterns, it is presumed, would cost less, be equally substantial, and certainly much more beautiful. A neat pale or board fence, strongly made, with posts sunk deeply into the ground, would however, be cheaper than either, and might be so constructed as to be an ornament to the grounds. The palings should be close and firmly mortised to the rails. The fence should be six feet high, and painted or white-washed. If the entrance to the yard be through a gate, it should be hung with weights so as to close of itself when left open; but some grounds are entered by short flights of steps, or a stile, which ascend to a landing nearly on a level with the top of the fence, and descend in the same manner on the other side.

Shade-Trees, Shrubbery, and Flowers.—School grounds should be plentifully supplied with shade trees. If otherwise suitable, in locating a school-house, a spot should be chosen upon which some large forest trees are already standing, or the border of a wood might be selected which could be

easily thinned out. Generations must live and die before trees newly planted will assume that stateliness and beauty possessed by our ancient forest trees. Who can gaze upon the noble trunk, the wide-spreading branches and the deep, dense foliage of an old oak, and not admire its beauty and court its shade? If possible, some such should be embraced in every school-yard.

But if the grounds are to be planted with shade trees, and it be desirable to select such as are of rapid growth, the maple, locust and poplar are perhaps the best; with less rapidity of growth, but of equal beauty, the oak, sycamore, ash and beech might be chosen; and of evergreens, it is scarcely necessary to name the pine, cedar and hemlock. It will be observed that all those named are indigenous to our American forests, and if the school-grounds were sufficiently large, they might be planted with a variety of all our most conspicuous and useful trees; that, while enjoying their shade, the inquiring pupil might learn their names, classes and uses. The same principle should be applied in selecting shrubbery and flowers; and while their cultivation would refine their taste, the pupils might learn useful, practical lessons in the study of botany. Though American trees and American flowers should be preferred, on account of their real merit and the facility with which they can be obtained, no unjust discrimination should prohibit those which are exotic; but these are so numerous and possess so many varied attractions, that the whole subject is left to the taste of Directors, teachers, pupils and intelligent citizens of the district. All persons feel most interested in what they have themselves planned and executed; and after these general remarks, it is thought best, for this reason, to leave in the same hands, also, the details of shaping flower beds and arranging shrubbery. The only additional remark which it is thought necessary to make, is that no fruit or nut trees of any kind should be admitted in the grounds; first, because the fruit would be seldom suffered to ripen, and green fruit, if eaten, is injurious to health; and second, because the trees would be broken and destroyed in efforts to obtain the fruit.

Means of Exercise.—In the country where the play-ground is large, and suitable for the use of bats, balls, hoops, stilts, jumping sticks, etc., which the pupils will themselves furnish in abundance, it will render any special provision in this respect less necessary. But in case the grounds are small, and in towns where greater variety of means is required, additional arrangements should be made for such physical exercise as may secure proper muscular development.

Amongst boys, running and leaping are favorite pastimes, and both are conducive to health. For running, no other preparation of the ground is needed than that there shall be space enough, and that the surface be sufficienty level to be safe. Some kinds of leap require preparation. The long leap, along the surface of the ground, needs only a level space for the run and ground not too hard for the leap itself. The high leap may be made a useful and safe exercise by means of a proper leaping cord or bar, so constructed as to be elevated in proportion to the increase of the youth's activity by practice, yet so arranged as to prevent injury by striking the feet against the cord or bar.

The pole leap brings the muscles of the hands and arms into play as well as those of the lower limbs; and if it be cautiously practiced and gradually increased, will give a degree of confidence and activity to the performer, which may be valuable to him in dangerous and trying positions of after-life. Vaulting is another kind of exercise which strengthens the muscles of both upper and lower limbs. The power to swing oneself over a fence too high for a leap, in times of danger or great haste, is desirable. Rapid and graceful mounting on horseback may also be thus taught. The necessary fixtures cost little, and add to the variety of the play-ground.

The parallel bars are admirable contrivances to exercise and strengthen the arms, and open and expand the chest. If of different heights and sizes, they may be used by pupils of all ages. They possess the advantage of being perfectly free from the possibilily of accident to the smallest boy who uses them; and should therefore be among the first means for exercise introduced upon the play-ground. The horizontal bar is for lads of more advanced age, and its use, beside strengthening the hands and arms, affords the opportunity of placing the body and limbs in a great variety of positions, and of thus strengthening many muscles not ordinarily called into action. The balancing bar is so constructed as to admit of elevation from the ground in proportion to the pupil's confidence in himself and skill in using it. It is admirably fitted to give strength to the lower limbs, steadiness to the brain, and self-possession to the mind. The constant practice of balancing the person with exact reference to the centre of gravity, must also have a beneficial

and graceful effect on the figure and general deportment.

Climbing the ladder, the rope and the inclined board, are all calculated to add strength to the limbs, activity and health to the body, and variety to the exercises of the play-ground. They can be provided for at slight expense, and will be found, in common with other similar arrangements, to increase love for school, by rendering it attractive.

No gymnastic apparatus combines greater variety of healthful and pleasant exercise than the rotary or flying swing. It combines running, leaping and climbing, with the addition of engaging several in the same exercise at the same time. It also has the advantage, which few of the exercises that have been enumerated possess, of being equally adapted to females.

Though girls neither require the same robust exercise nor rough sports, to develop their frames and fit them for the duties of life, as boys, yet the system of education which omits, or slightly provides for their physical training, is most radically defective. In addition to such of the apparatus already enumerated, and others proper for both sexes, those more peculiarly adapted to their wants should be provided. In this point of view, light dumb-bells are best calculated, if properly used, to strengthen the arms aud expand the chest.

The long back-board is also well calculated to expand the chest and give litheness and grace to all the movements of the arms and bust. The variety of attitude into which its use can be made to throw the person, cannot but be beneficial. The triangle is a short bar of wood, attached by a light rope at each end, to one secured at some point of considerable height. This is so arranged, by means of a pulley, as to be adaptable to the size of the person using it, and is a simple contrivance which may be used in a shed or room, in bad weather, and made to answer most of the uses of the rotary swing.

In suggesting these or similar arrangements and apparatus for the amusement and physical training of youth of both sexes, of course it is not designed to assert that all or even any of them are indispensable to every school. It is admitted that children, in good health, will have exercise of some kind, and, if not restrained, will generally manage to secure a sufficiency to promote growth and vigor of body; but it is also known that, if left to themselves, they will generally neglect the studies proper for their intellectual culture. Hence the latter, with that of their moral nature, becomes the object of primary importance and obligation. But then, it is also believed that the means of physical exercise may also be vastly improved in nature and result, and at the same time be made a strong attracting influence in favor of the school and of learning. In this view of it, physical training rises in importance to a point only secondary to that of the culture of the heart and the intellect; and it may, therefore, not be overlooked without detriment to the best interests of the child and of society.

If it do not suit the convenience or the means of the District, to expend money to provide for the physical training of its youth, by means of proper gymnastic arrangements, much may be effected by the teacher and the pupils. Timber is cheap, and there will be found in every school of the ordinary size, several scholars of sufficient age, mechanical turn, and, if properly influenced, of willingness to labor for the common good. A Saturday or two devoted to this purpose, will readily produce one or more of the simpler kind of gymnastic apparatus, and the agreeable and beneficial effects of these will soon introduce others. In this way a full set may in time be obtained.

As to where the exercises shall take place in rainy weather, has been a question. Some have proposed to fit up and use the basement for the purpose; some have thought that the school-house should be constructed with two stories, the upper one of which might be used for play; and others have proposed separate covered buildings or sheds. Should such a use be made of the second story of the school building, the walls of the first story must be made thick and firmly bound together. They need not extend, however, higher than the first story, as the second should be open, but surrounded by a balustrade and pillars to support the roof. The floor ought to be laid with thick plank and deafened. More costly arrangements might be described, but these have both simplicity and cheapness to recommend them.

Should the price of ground in particular localities render it advisable to occupy a room in the school building for gymnastic or calisthenic exercises, or to erect a building purposely, in which case alone such expedients should be resorted to as the sole means of exercise, the utmost care should be taken to ensure a full supply of pure air. No consideration ought to be permitted to interfere with this indispensable requisite.

Keeping the Ground in Order.—The Direc-

tors in whom, in this State, is vested the exclusive control of the school property of the District, should first project and erect school buildings and arrange school-grounds; but after they are in order, they should be entrusted to the teacher's care, and he should be made responsible for their abuse. It is considered his duty to keep a clean and tidy school-room, and he should be held equally responsible for the condition of the yard and its enclosure. It is true that the destructive propensities of children, uncontrolled, often lead them to do mischief—to throw down the fences—to cut and bark the trees—to cover doors and furniture with uncouth and obscene figures; but it is emphatically the teacher's duty to prevent these acts, and no better proof need be desired of a teacher's want of qualifications than his inability to do so. This propensity on the part of the young, to cut, scratch, deface and destroy school property should be corrected. They do not misuse the property of their parents, and it is but mismanagement at school that induces them to act differently there. Teachers may create such a spirit among their pupils, as not only to prevent them from doing harm to the school property, but to render them willing and ready to assist in protecting it from the trespasses of others. They can be taught to love neatness and order, to guard affectionately the trees and flowers about the school-grounds, and to take pride in their protection and preservation.

It would be a great convenience to have a spring of water in the yard, or a pump, from which cool, fresh water could be brought at all times; and this should be of such easy access that all might undergo those frequent ablutions so necessary to cleanliness, and upon which depend, to so great an extent, the good looks of school boys and school girls.

Improving Existing School Grounds.—These grounds can be leveled and smoothed and good inclosures be provided. They can be enlarged by the purchase of adjoining grounds; and in view of the probable increased future requirement of the schools in this respect and the increasing value of land, good economy would dictate that there should be as little delay as possible in so doing. Shade trees can be planted in all school-grounds in which they do not at present exist. It will take them years to grow, and in the far future the little folks who shall then enjoy the comfort of their shade, will look back and thank those to whom they may be so much indebted.

PRINCIPLES IN TEACHING GEOGRAPHY.

THE following well-digested principles as the basis of all good teaching in geography, are given by Supt. Hall, of Dedham, Massachusetts.

1. The superior end of school work is mental discipline, or the development of power rather than the acquisition of knowledge. Through the study of geography this end may be best reached, though not by the methods adopted in our common schools; for these seem to be based on the notion that geography is a mass of incoherent details.

2. There is a science of geography, established through the efforts of Humboldt and Ritter, in which the facts to be learned are so collected, arranged, and linked together that they may be left properly associated in the mind of the learner.

According to this—

(1) Geography is the study of the surface of the earth as the home of man, the place of his development, the theatre of his operations.

(2) All the changes going forward on the earth's surface are not accidental, contingent, but the phenomena of development. The earth is an organism subject to laws which any child may be led to discover, one by one, till his mind is able to grasp the highest in their majesty and grandeur.

(3) Wherever one's home is, there one has all the material needed to study the whole globe.

To teach geography as a science, we must be careful to teach it in a scientific manner. We must observe carefully five fundamental principles of teaching:

1. All good teaching is orderly, instructive, proceeding from particular facts to general truths, from the known to the unknown, from the simple to the complex, and from the study of the whole to the study of its parts.

2. Words, pictures, maps, models, or moulded forms, are each and all the signs of things, and the things must be made familiar to the learner before their signs are introduced; for the value of these signs depends altogether on the previous possession by the learner of the ideas they represent.

3. In all teaching, pupils should be obliged, as far as possible, to use what they have already learned in acquiring new knowledge.

4. Ideas gained by personal observation, by positive, objective mental action, are

readily and easily subjected by the mind to the processes of elaboration, classification, generalization, and reasoning.

5. Every time you tell a child what he can discover for himself, you rob him of the privilege, which rightfully is his, of learning all the knowledge he acquires by personal observation or by thinking for himself.

THE ROD.

BY T. J. CHAPMAN.

THE severities practiced in the school room in former times were little short of barbarous. Ascham's "Scholemaster," one of the wisest books yet written on pedagogics, had its origin in a protest against the unmerciful beating of youth in the schools. It was in 1563, when the great plague was at London, and "the Queen's Majestie Queen Elizabeth lay at her castle of Windsore," that Ascham dined one day with Sir William Cecil, the principal secretary of state, and a number of other gentlemen. "Not long after our sitting down," says Ascham, "I have strange newes brought me, sayth M. Secretarie, this morning, that diverse scholers of Eaton be run away from schole, for fear of beating. Whereupon M. Secretarie, tooke occasion to wish that some more discretion were in many scholemasters, in using correction, than commonly there is, who many times punish rather the weakness of nature than the fault of the scholer; whereby many scholers that might else prove well, be driven to hate learning, before they know what learning meaneth; and so are made willing to forsake their booke, and be glad to be put to any other kinde of living." Out of this conversation, sprang Ascham's book. "Many scholemasters," says he, "some, as I have seen, more, as I have heard tell, be of so crooked a nature, as, when they meete with a hard-witted scholer, they rather breake him than bow him, rather mar him than mend him. For when the scholemaster is angrie with some other matter, then will he soonest fall to beate his scholer; and though he himself should be punished for his folly, yet must he beate some scholer for his pleasure; though there be no cause for him to do so, nor yet fault in the scholer to deserve so."

But it is not necessary to go back to the time of Roger Ascham. Much of the barbarism that he reprobated was to be found in the school room until very recently; indeed, we do not know but that in remote districts it still flourishes. Even so lately as only twenty-five or thirty years ago, but one resource seemed to be at the command of the teacher, and that was flagellation. The rod was scarcely ever out of his hand. The use of force, in fact, seems to be an inherent principle in the Anglo-Saxon character. "All the refinement and softening influences of civilization," says Taine, "have not abolished amongst them the use of the rod and the fist." The teacher certainly manifested this disposition most indiscriminately in the exercise of his authority.

But within the last quarter of a century or so, a very perceptible change in this respect has come over the spirit of our dreams. In nothing has more marked progress been made in the field of practical pedagogics than in methods of school government. Force has generally been supplanted by appeals to reason and right feeling. The lash is not only no longer heard in the cotton fields and on the sugar plantations, but its reverberations are but rarely heard in the school room. Teachers have discovered "a more excellent way."

The new way is perhaps more difficult to practice than the old. When one is irritated by the wrong-doing of another, the easiest and most natural thing to do is to fall upon and beat the offender, if he is in our power. This spirit is the legitimate out-cropping of the old Adam; and in nine cases out of ten the punishment is administered not so much with reference to the good of the culprit, as to wreak out a feeling of personal resentment and anger. The executioner too often serves his office before trial is had in the case. Boswell's characterization of Johnson will suit very well many of the teachers of a former generation. "I admit," says Boswell, "that the beadle within him was often so eager to apply the lash, that the judge had not time to consider the case with sufficient deliberation." Whatever the offence might be, whether quarreling, falsehood, truancy, indolence, indifference, or downright stupidity and dullness,—for all alike the same measure was meted out, and old Giant Maul with his gnarled club reigned supreme in every school room.

The new way is found to be better. "The rule of terror," says Principal Shairp, "whether by parents or teachers, does not generally result in a tender conscience, but in hardness, suspiciousness, deception." The truth of this every teacher of experience

has observed. Whipping seems to beget the need for whipping. Severity of punishment has never yet resulted in diminishing crime. In old times a gibbet stood at every cross-roads in England, and criminals were executed for the slightest offences; yet the more that men were hanged, the more those who remained seemed to deserve hanging. The same principle obtains in the school and in the family. Indiscriminate and frequent flogging results only in "hardness, suspiciousness, deception." Better to rule by love than fear; better to secure the confidence and good-will of the pupil, and the teacher will find in every child a chord responsive to an appeal to his honor, manliness, and proper feeling. "Thus *will* in children," says Ascham, "wisely wrought withal, may easily be won to be very willing to learne."

The use of the rod in school is well-nigh among the things which have been, and this without any legislation against it. Such legislation could be productive only of harm to the schools. A finer public sentiment, a better knowledge of child-nature on the part of the teacher, and a higher ideal of his own work and position, are the agencies which are gradually and quietly relegating corporal punishment to the limbo of worn-out abuses.

WHILE WE MAY.

THE hands are such dear hands;
They are so full; they turn at our demands
  So often; they reach out,
  With trifles scarcely thought about,
So many times; they do
So very many things for me, for you—
  If their fond wills mistake,
  We may well bend, not break.

They are such fond, frail lips
That speak to us. Pray, if love strips
  Them of discretion many times,
  Or if they speak too slow or quick, such crimes
We may pass by; for we may see
Days not far off when those small words may be
  Held not as slow, or quick, or out of place,
    but dear,
  Because the lips are no more here.

They are such dear, familiar feet that go
Along the path with ours—feet fast or slow,
And trying to keep pace—if they mistake,
Or tread upon some flower that we would take
  Upon our breast, or bruise some reed
  Or crush poor Hope until it bleed,
    We may be mute,
  Not turning quickly to impute
  Grave fault: for they and we
  Have such a little way to go—can be
Together such a little while along the way—
  We will be patient while we may.

  So many little faults we find.
  We see them; for not blind
Is Love. We see them; but if you and I
Perhaps remember them some by-and-by
    They will not be
Faults then—grave faults—to you and me,
But just odd ways—mistakes, or even less—
    Remembrances to bless.
Days change so many things—yes, hours;
We see so differently in suns and showers.
  Mistaken works to-night
  May be so cherished by to-morrow's light.
  We may be patient: for we know
  There's such a little way to go.

George Klingle, in Independent.

MONEY VALUE OF EDUCATION.

MERCHANTS are constantly saying that there are too many merchants; manufacturers that there are too many manufacturers; professional men that there two many professional men; all kinds of head-workers, in fact, are continually telling the public that there are too many persons engaged in their respective occupations. The public, hearing this so often from these classes, forgets that these are the only classes it ever does hear from, and gradually comes to the conclusion that the country is overrun with head-workers, and that something should be done to keep the children of the laborers from trying to get above the occupations of their parents. Even among men of marked intelligence it is very commonplace to hear that the country has too many head-workers. and too few hand-workers. Some go so far as to believe that the higher the grade of work the greater the competition.

This belief is accepted among the influential classes, but not among the laborers. The laboring classes know its falsity, and their children, both from the country and from the cities, are continually crowding into those very walks of life which they are told are so excessively overcrowded. They know that the competition is fiercest among the lowest grades of labor. They know that if a laborer of the lowest grade loses his job, others are eager to take it at six dollars a week or even less. They know that they are even exposed to the competition of machines. As one of their number expressed it in *The Christian Union*, they are conscious that owing to the laws of competition "the hardest and most repugnant toil receives the smallest pay." To this might be added that the lightest and most honorable toil receives the highest pay. The argument often made that the higher grades of labor are overcrowded, and that it is "unpractical" to fit the child of the laborer for

them, is founded on a misconception of facts. Competition is fiercest among the lowest grades of laborers, and if education enables their children to compete with laborers who are earning more, the country cannot do too much to extend it.

Are the immense sums spent in education a practical investment? This is a question one hears asked by practical men. The country spends about one hundred millions every year. Its total income is about ten billions. Can it be that we are lavishing all of one per cent. of our income in simply training up finer men with finer minds, and having a country which is proud of its people as well as of its purse! No such reckless extravagance can be imputed to the American people. Were it not for their intellectual and moral development, the average income of Americans would not be greater than that of Mexicans or Hungarians. Our total income, instead of being ten billions, would probably be three billions or four billions. Our intellectual and moral education costs us every year about two hundred millions. How much does it yield us?

But there are many practical men who admit the supreme importance of common school education, but insist that high schools and colleges are not practical. This position is often taken by men who cannot be called small-minded or narrow-souled. It is therefore worthy of examination. In the first place, it must be admitted that the high schools and colleges are less practical in their training than the grammar schools. They make less of an attempt to secure materialistic ends. But, in spite of this, let any reader take ten high school graduates who graduated, say, a dozen years ago, and compare their incomes with those of the boys who left school in the grammar grades. The writer recently tried this experiment, taking all of the young men in a given class in a certain high school. He found that all but one were making by their own exertions more than $1,200 a year, and that two or three were doubling or trebling this. If we take college graduates, the results of our investigations are still more striking. Very few of these graduates are failures. They are very helpless immediately after graduation, but ten years later almost all of them are making from four to ten times as much as the average hand-worker. The capital invested in education often yields interest which would make a pawnbroker's eyes sparkle. Last week a New York daily had an editorial upon the small incomes received by Canadian lawyers. Only seven or eight out of one hundred made over three thousand a year. Yet these seven or eight received more than one hundred of our day laborers. The capital invested in their education yielded them every year more than the entire cost of the plant.

The recent industrial progress of Germany is exciting apprehension in England. The London *Spectator* shows from the "Blue-book" recently issued that during the past few years the foreign trade of Germany has been increasing much faster than that of England. In Italy the German imports have increased 102 per cent, while those of England were increasing 16 per cent. In Portugal the English trade has for fifteen years stood still; during the same period that of Germany quadrupled. The educated German laborer to make the goods, and the many-tongued German Jew to sell them, has brought about the wonderful extention of German trade. The *Spectator* urges that the immediate necessities of England demand that she shall follow Germany's example, and give to her manufacturing classes industrial and scientific education, and to her merchants a thorough training in the modern languages.

THE SCHOOLS AND THE SCHOOL-CHILDREN.

THE public school is sustained upon the idea that the growing children are of essential value to the State and to the country. It pays for them to be educated at the public expense, because they are to form the productive capital of the future. It is training that we are after, such as shall tend to give them good bodies, a knowledge of the branches of daily use, or of such as train them for acquirement, together with an impress for good as to character. We are anxious, first of all, to know what preparation has been made for their reception. Is the school building just what it should be? Is it lighted rightly? Are the floors thoroughly clean? Are the desks in perfect order to begin with? A committee of housekeeping women should visit every school house a week before it is to be occupied, in order to fix up the little things which have probably been overlooked by the average trustee. Has all that relates to heating and ventilation been looked after by a competent person? If not, it is not too late to attend to this still. Be it understood that we should not invite the young population

to school unless every due precaution has been used to protect their health. It is the one thing that suffers most of all in school life. Not because it is unhealthy to study; not because the school period is too long for proper rooms and instruction; but too often because all the surroundings are not what they should be.

In all teaching, the teacher needs to have in view the physical welfare of the child. He needs to have studied the subject with all the particularity with which he has prepared for the usual branches taught. We are more and more satisfied that the teacher needs to personally know his pupils. A half-hour spent with each when no recitation is on hand, will reveal much not so easily acquired in the routine of the school-room. Each child is an individual study. What is called mental strain, is often such merely because the body is not able to endure the work. A good authority has said that all education is ultimately but a training of the nervous system. It is the acquirement of such habits of thought and action as give a system to the working of the mind. This secured, acquirement becomes comparatively easy. It is in this way that many acts of thought become as automatic as many of our physical movements. Education is, therefore, as much reflex as it is direct. We are less and less anxious as to the actual amount acquired in the first years of study. He is the best teacher of children under twelve years of age who studies most of all to establish an equilibrium between the physical, the intellectual and moral, as we call them. We only wish that parents could be more impressed that the amount of book gone over is no test whatever of the progress of the pupil. If it were, an investigation would need to be made to find out whether it had been at the expense of the body or the moral sense. We have some encouragement to believe that the attention both of teachers and of parents is being drawn to the necessity of this balance in education.

We are to remember that in our absence of all military training for our youth, we are losing much of physical culture, and that we must make up for it by our school exercises. In cities where there is too little space of grounds, great reliance should be placed on calisthenics in the school-rooms with the windows wide open. The addition of music not only secures desirable rhythm, but imparts zest to the exercise.

It is well that more consideration is being given to the order in which the studies should follow each other. There is little doubt that language should precede numbers. Grammar is now made so difficult that it should not be taught very early. Mental arithmetic is apt to receive too early attention. We hope to see the time when the teacher will be placed in much more intimate relation to the play-ground, and study and play be interspersed under his direction. We have had occasion, during the past year, to meet much with the teachers in teachers' institutes, and more privately. We can assure parents and all interested in the progress of the young that these great problems of education are being worked at and worked out as never before, and that teachers are on the alert to develop the physical basis of education and to give it due attention in practice.

It only is needful that others realize that a child is being educated when time is expended upon such physical exercises as not only develop the body but discipline the mind and the morals to a degree fully equal to the study of lessons in spelling or arithmetic. It is this wholeness, this many-sidedness of education that we are needing. It may furnish us fewer gifted and eccentric invalids, but more well-balanced common-sense men and women. *Independent.*

MOTIVES TO STUDY.

BY REV. J. W. FLINN.

IF my students become genuinely interested and aroused so as to make independent researches for themselves, I congratulate them beforehand on the pleasure they will enjoy and the benefits they will receive from their studies. These pleasures and benefits are motives to study.

We speak of the pleasure and the benefit of reading as if they were separate. In the truest sense they are one, though distinguishable in thought; they are different aspects of the same thing, correlatives, complements, poles of each other; translatable into and merging into one another. Chief among the motives are.

1. *The economy and enrichment of time.* A prime necessity of a perfect machine is absence of waste in energy and material. That life is noblest which has fewest empty useless moments. The study of literature, incessantly and systematically pursued from school days on through life, will enrich the personal history and maintain in an unbroken and over-swelling stream the continuity of life. The lulls and pauses in the

regular duties and grinding cares of life can be employed in building a temple of thought within our temple of business. And from this inner sanctuary will glow a light beautifying the outer structure. The sparks of thought struck out from our minds, by friction with the world's flint, may be gathered into a focus of steady flame, by continually bringing them in contact with the thoughts of other minds in books. The stream of thought must have a channel cut for it, by ceaselessly using the spare hours for study, in order to prevent its complete loss and absorption in the wide waste of the world's desert sands. The hours in which we are free from regular employment, instead of being idly misspent, may be made life's golden thread strung with the pearls and diamonds of thought dug from the mines and caught from the sea of books, where they have been deposited by God's best thinkers, to become the wealth of all who will use their spare time to dig or dive for the treasures.

2. *Literary study is a purifier of life's vapors, an invigorator of its energies, and a safeguard against many of its dangers.* We always need some ennobling pursuit to expel life's poisons and dregs. We need a safeguard against folly, a relief from listlessness and ennui, a preventive of indifference and languor. Nothing is sadder than a palled appetite for every-day duties and common pleasures, when the world has become a "sucked orange," empty and tasteless. An elevating pursuit, like the study of literature, will help to keep the world fresh and life pure, like electric flashes purging the air of poisons. The salt borne to the sea by the rivers keeps its waters pure. The Attic salt of thought, held in solution in the current of great books, can be brought to our sea; and then the mind's tidal movements may roll these river-born waters on every shore and into every bay of life and feeling.

Let literature once take real hold on the mind's affections, and it will make room for itself in the home and in life's work. It will demand and secure "right of way" through every territory, and, like a railroad, it will enhance the value of property along its line, open up new industries, and give an impetus to the influx of population and the building of towns. The deep cuts it will make through the hills will reveal unsuspected veins of valuable mineral ore. Nay, more, it will act with "the expulsive power of a new affection," driving away dangerous and useless thoughts and employments. Wolves and foxes flee from the busy hum of towns and workshops. A mind deeply in love with Plutarch and Wordsworth is bristling with traps and snares and scare-crows, which will soon destroy or frighten away the moral and intellectual vermin,—which often infest and ruin life. Water cannot remain in a goblet immersed in mercury; the noble metal expels it by its greater weight. The muddy waters of folly are expelled from the mind which keeps itself filled with the noble mercury of a pure literature. Drive away weeds by planting acorns and rearing oaks. Kill the foul nightshade of gossip, scandal and vice which often grows so rank among the idle votaries of fashion, by sowing noble seeds of thought from the mighty trees of the purest geniuses. A noble pursuit, zealously maintained as an invariable accompaniment or undertone, will act as a drainage system through the bogs of life, or like a canal cut through a marsh filled with miasma, weeds and reptiles, and over-hung with sky-shrouding mists exhaled from its own bosom. Cut the canal, and through the earth's pores the poisoned waters will find their way to it. The marsh will drain dry, and become the mother of gardens and groves where birds will sing; the vapors will vanish, above the blue sky (which was always there) will bend, and the stars will glow.

A profound obligation rests upon all to cultivate the higher nature. There are greater claims than the trifles of fashionable society. We need daily a moral bath in the sea of spiritual thought and beauty, to cleanse ourselves from the stains and spots we are in danger of being soiled with by contact with the dust and smut of the world. We live on the shores of a noble literature, in whose moral tides we can find cooling and cleansing. A sterner law binds us to seek mental health and cleansing than that which bids us keep our houses and bodies pure for the sake of physical welfare. The leaders of society, and the possessors of wealth can do much to make "watering places" fashionable, and largely attended by their patronage. Be any "spring," or "seaside resort," ever so *fashionable*, however, the real benefit comes from the virtue of the waters. A million visitors frequenting the shores of the Dead Sea, and splashing in its brine, every summer, would not make a visit there as wholesome as one of the springs of North Carolina or Virginia, though visited by only a dozen people. It would be a noble thing if those who can lead society and "set fashions" would start or keep forever *set* the fashion of yearly, monthly, daily visits to

the mighty seas and healthful springs of song and story, of philosophy and morals, which bubble up and break forth from the depth of time and being. It is a grand thing to plunge into the surf, when the billows gallop in long successive ranks like white-maned steeds to the shore, and inhale the salt breath of the panting, throbbing, thundering sea. It is also grand to buffet with the waves that roll in the sea of epic, tragic and lyric song—that sea of thought and beauty, whose tides are governed by laws from heaven as truly as are those of the Atlantic. Why not set and keep up the fashion of bathing in, and drinking from, these pure waters? Much can thus be done to draw the world from stagnant ponds or muddy pools.

We breathe often an air impregnated with a moral carbonic acid gas. We can free our lungs of the poison by a walk and a climb in the mountain air of great books. The world need not be deserted and left behind, because we make our dwelling in the high lands of spiritual beauty and truth. Just as the mountains seem to bear the world up with them, the plateaus and plains leaning on their shoulders—according to Ruskin's keen sight and happy thought—so there may be a kind of up-lifting of life and society, not an abandonment of them. The civilities, the forms, the diversions, the talk, the ceremonies, and, I may add, the *trifles* of society, are often very absorbing. They fill sometimes the whole horizon and appear to be the only realities. All these things, in due measure, have their proper time and place, and the object of culture is not to abolish them by making the world a cloister, a den, a studio, or laboratory—but to reform, elevate and enrich them—transfigure them, so that through them shall stream the light of truth and beauty, poetry and philosophy. Make all the outward forms of life and society a frame or setting of something nobler.

Nor would I have society an army of pedants babbling over the names and technicalities of literature. Do not divorce from parlors, clubs and social gatherings, the company of Homer, Plutarch, Pascal, Browning, Herbert and Emerson—but do not have their names present while their spirits are absent, which would be true if the time were spent in pretentiously calling their names, and stiffly quoting their thoughts. They may be members of every company, and guests in every home, simply through the spirit a reverent study of them has impressed on each mind. They may live and speak at every table, without their names ever being called. Let the mind be saturated with the spirit of the kings of thought—and they will be present in power—the most real kind of presence—moulding and shaping the life of society. There is such a thing as being magnetized with a mind or a book, and carrying that magnetism everywhere without intrusively naming it.

The river leaping in song down mountain steeps, and wreathing itself in rainbows at every cascade, obeys all the laws of optics acoustics and gravity, in its rainbows, its song and its rush, but never mentions the name of the sun or gravitation. Our lives may become rythmic and radiant thro' the influence of great poems, without wearing labels, or advertising the author's names whose impress we bear. We smell of the sea by walking on the beach, of flowers by walking in a garden, we catch the motions of swaying branches, and mimic in thought, the rustle of leaves by strolling through the woods: so we may incorporate the influence, and carry with us the fragrance of books, and spread that influence without saying pedantically to men, "I live in the world of thought and walk in the land of song."

Louisiana Ed. Journal.

ON THE STUDY OF SCIENCE.

BY SIR JOHN LUBBOCK.

IN the first place, science adds immensely to the interest and happiness of life. It is altogether a mistake to regard science as dry or prosaic. The technical works, descriptions of species, etc., bear the same relation to science as dictionaries to literature. Mackay more justly exclaims:

> Blessings on Science! When the earth seemed old,
> When faith grew doting, and our reason cold,
> 'Twas she discovered that the world was young,
> And taught a language to its lisping tongue.

Occasionally, indeed, it may destroy some poetical myth of antiquity, such as the ancient Hindoo explanation of rivers, that "Indra dug out their beds with his thunderbolts, and sent them forth by long continuous paths." But the real causes of natural phenomena are far more striking, and contain more real poetry, than those which have occurred to the untrained imagination of mankind. Botany, for instance, is by many regarded as a dry science. Without it one might admire flowers and trees as one may admire a great man or beau-

tiful woman whom one meets in a crowd; but it is as a stranger. The botanist, on the contrary—nay, I will not say the botanist, but one with even a slight knowledge of that delightful science—when he goes into the woods (whether they present the delicate tracery of winter, the tender green of spring, the richness of summer, or the glory of autumn) or into any of those fairy forests which we call fields, finds himself welcomed by a glad company of friends, every one with something interesting to tell. Dr. Johnson said that, in his opinion, when you had seen one green field you had seen them all; and even a greater than Johnson, Socrates, the very type of intellect without science, said he was always anxious to learn, and from fields and trees he could learn nothing. It has, I know, been said that botanists

> Love not the flower they pluck and know it not,
> And all their botany is but Latin names.

Contrast this, however, with the language of one who would hardly claim to be a master in botany, though he is certainly a loving student.

"Consider [says Ruskin] what we owe to the meadow grass, to the covering of the dark ground by that glorious enamel, by the companies of those soft, countless, and peaceful spears of the field! Follow but for a little time the thought of all that we ought to recognize in those words. All spring and summer is in them—the walks by silent scented paths, the rest in noon-day heat, the joy of the herds and flocks, the power of all shepherd life and meditation; the life of the sunlight upon the world, falling in emerald streaks and soft blue shadows, when else it would have struck on the dark mould or scorching dust; pastures beside the pacing brooks, soft banks and knolls of lowly hills, thymy slopes of down overlooked by the blue line of lifted sea; crisp lawns all dim with early dew, or smooth in evening warmth of barred sunshine, dinted by happy feet, softening in their fall the sound of loving voices."

Even if it be true that science was dry when it was buried in huge folios, that is certainly no longer the case now; and Lord Chesterfield's wise wish, that Minerva might have three graces as well as Venus, has been amply fulfilled.

The study of natural history indeed seems destined to replace the loss of what is *par excellence* termed "sport," engraven in us as it is by the operation of thousands of years, during which man lived greatly on the produce of the chase. Game is gradually becoming "small by degrees and beautifully less." Our prehistoric ancestors hunted the mammoth, the woolly-haired rhinoceros, and the Irish elk; the ancient Britons had the wild ox, the deer, and the wolf. Still we have the hare, the partridge, and the fox; but even these are becoming scarcer, and must be preserved first, in order that they may be killed afterwards. Some of us even now—and more, no doubt, will hereafter—satisfy instincts, essentially of the same origin, by the study of birds, or insects, or even infusoria,—of creatures which more than make up by their variety what they want in size.

It is really astonishing how little we know of the beautiful world in which we live. Mr. Norman Lockyer tells us that, while travelling on a scientific mission in the Rocky Mountains, he was astonished to meet a very aged French abbé, and could not help showing his surprise. The abbé observed this, and, in the course of conversation, explained his presence in that distant region. "You were [he said], I easily saw, surprised to find me here. The fact is, that some months ago I was very ill. My physicians gave me up; and, in fact, one morning I thought myself that I was already in the arms of the Bon Dieu, and I fancied the angels came and asked me: 'Well, M. l'Abbé, and how did you like the beautiful world you have just left?' And then it occured to me that I, who had been all my life preaching about heaven, had seen almost nothing of the world in which I was living. I determined, therefore, if it pleased Providence to spare me, to see something of this world; and so here I am." Few of us are free, however much we might wish it, to follow the example of the worthy abbé. But, although it may not be possible for us to visit the Rocky Mountains; and, though I do not by any means say that descriptions of voyages and travels are equal to the voyages and travels themselves, they are the next best; nay, though it may seem paradoxical, that there are some cases in which I am not sure they are not better. It is, no doubt, a great privilege to visit Canada, or to travel say in Mexico or Peru, or to cruise among the Pacific Islands; but in some respects the narratives of early travelers, the histories of Prescott, or the voyages of Captain Cook, are even more interesting; describing to us, as they do, a state of society which was then so unlike ours, but which now has been much changed and Europeanized.

Thus we may make our daily travels in-

teresting, even though, like the Vicar of Wakefield's family, all our adventures are by our own fireside, and all our migrations from one room to another.

Few of us can be said to have learned at all—none perhaps thoroughly—to enjoy the gift of life and the beautiful world we live in; to appreciate the sacred trusts of health, strength, and time. We can, indeed, all say, with Sir Henry Taylor, that the retrospect of life swarms with lost opportunities. Yet surely it is our duty to be as happy as we can. Dante long ago pointed to the neglect of these opportunities as a serious fault:

> Man can do violence
> To himself and his own blessings, and for this
> He, in the second round, must aye deplore,
> With unavailing penitence, his crime.
> Whoe'er deprives himself of life and light
> In reckless lavishment his talent wastes,
> And sorrows then when he should dwell in joy.

For to be happy one's self is one step towards making others happy also; and, to quote Ruskin, "each of us, as we travel the way of life, has the choice, according to our working, of turning all the voices of nature into one song of rejoicing, or of withering and quenching her sympathy into a fearful withdrawn silence of condemnation, or into a crying out of her stones and a shaking of her dust against us."

Too many, however, still feel only in nature that which we share "with the weed and the worm;" they love birds as boys do, that is, they love throwing stones at them, or wonder if they are good to eat, as the Esquimaux asked of the watch, or treat them as certain devout Afreedee villagers are said to have treated a descendant of the Prophet—killed him and worshipped at his tomb; but gradually we may hope that the love of nature will become to more and more, as already it is to many, a "faithful and sacred element of human feeling."

Where the untrained eye will see nothing but mire and dirt, science will often reveal exquisite possibilities. The mud we tread under our feet in the streets is a grimy mixture of clay and sand, soot and water, Separate the sand, however—let the atoms arrange themselves in peace according to their nature—and you have the opal. Separate the clay, and it becomes a white earth, fit for the finest porcelain; or, if it still further purifies itself, you have a sapphire. Take the soot, and, if properly treated, it will give you a diamond; while, lastly, the water, purified and distilled, will become a dewdrop or crystallize into a lovely star.

Sunday School Times.

SOME BENEFITS OF THE STUDY OF LITERATURE.

BY C. W. WINCHESTER.

WHILE not claiming superiority over other recognized branches of higher education, the study of literature is inferior in value to none, and it deserves a place side by side with the most essential. The practical value of its results considered merely as knowledge, is not at all inferior to those of any other study. Even in the narrowest and hardest sense of the word "practical," it is as truly practical to know what goes on in a man's heart as in his stomach—since we believe that man does not live by bread alone. But the value of literary studies lies principally in the fact that they are not "practical" in the narrow and michievous sense of that term. When men insist that their studies should be practical, they often mean that they should tend directly to material acquisition, to money-making. It may be granted that all education ought to tend, more or less directly, to increase a man's efficiency in most forms of practical activity; but it is not true that a liberal education ought to be planned principally with a view to material results, or pursued with any such motive. It ought rather to counteract the narrow and exacting spirit of materialism, and to broaden and elevate the whole man. Nearly all studies naturally tend to that result, if pursued in the right spirit; but it is the peculiar advantage of literary studies that they can hardly be pursued from the lower motive. If followed successfully at all, they will be followed from the love of them, because they are felt to be their own inspiration and reward. They teach us that the real end of all education is to make better men and women, and to develop a symmetrical and elevated character.

The cultivation of the intellectual powers is only one part of an edueation, and it can claim no pre eminence over the other parts. Not only should the perceptions be quickened and the powers of comparison and reasoning strengthened, but also, and with equal diligence, must the imaginations be enlarged, the healthy emotions multiplied, and the sympathies refined. The intellect is not the whole man, nor indeed can it be called the highest part of man. It is in the realm of the moral emotions that we find that part of our nature which is the most truly godlike. Indeed,

the grandest thoughts are never conceptions of the pure intellect, but they are always tinged with emotions, and they belong less to the philosophers than to the poets.

Nor can it be said that the intellect is more susceptible of cultivation than the imagination and emotions—that educational methods can get at it more easily. There are, of course, native differences of endowment; but as a rule, men are as susceptible of training on the side of the sympathies and imagination as on the side of the perceptive and the reasoning powers. And without this cultivation of taste and imagination a man, however acute or highly trained his intellect, is a harsh and narrow man. He has missed the essential element of culture and the surest safeguard against vulgarity. For vulgarity of mind does not always arise from lack of intellectual training. There are intellectual giants among the Philistines. Vulgarity is matter of feeling. The intellect may tell us what is the true in the narrowest logical sense, but for the beautiful and the good—for what is noble and humane in sentiment or action—the intellect has no appreciation. Men sometimes speak depreciatingly of "matters of taste," as if they were hardly worth the while of an earnest man to think much about. And if they mean by taste only a power of judging nicely between pleasures of the senses, they are right. But taste, in its broader and higher sense of a susceptibility to refined emotions, a power to discriminate between the higher and lower emotions, and the instinctive preference of the higher, is a matter of very great importance, and on it largely depends not merely our own happiness, but our usefulness, our power to influence, to persuade, to ennoble others. It is taste in this broad sense that catches in the hard realities of daily experience some gleams of the ideal, nourishes our aspirations and sets the spiritual above the material in our estimates of life. And is there not just now sore need of developing this power in this vaunted age of progress, when attention is drawn so irresistibly to the lower side of life, with an increasing complexity of material interests? Even literature itself seems to have lost some of its ideal and imaginative qualities, its power to inspire and arouse, and to be sinking to a dull realism. There is no English-speaking poet of eminence that is not over sixty years old, and in fiction we have fallen into an atmosphere of intense earthliness.

Let it not be thought that this culture of the imagination and of the emotions which is referred to as essential to the amenity and grace and elevation of character, is a thing which pertains exclusively to the sentiments. It is sure to have moral results and to issue in conduct . . . No truly practical education can, therefore, leave out of sight the culture of those emotions on which all conduct depends, and which can be most effectively cultivated by the study of literature. Purely didactic teaching is powerless over conduct. All the moral philosophy in the world never made a man moral. It is not instruction we chiefly want, but inspiration, sympathy, and spiritual elevation . . .

Better than anything else can literature perform the great service of planting truth in the heart, where only truth can be fruitful. Say what we will, it is in the books which are the repository of the best thoughts of the best men that we may most surely look for that

Gracious light
That does not come with houses or with gold,
With place, with honor, and a flattering crew;
That is not in the world's market bought and sold—
But the smooth slipping weeks
Drop by, and leave its seeker still untired
As on he fares, by his own heart inspired.

Methodist Review.

INSTRUCTION IN PENMANSHIP.

BY PROF. A. H. HINMAN.

IT is necessary, in order to keep pupils wide awake, to entertain them. If after writing a little while pupils get indifferent in their work, itis the teacher's duty to enliven them up to spirited action. If he can tell them a story or perhaps draw them a caricature, or show how some one writes with his tongue out of his mouth and say, "I saw a boy just now writing like this," or get up some awkward position, and then make a bow to his pupils perhaps as our friend Miller does, in this manner, (illustrating.) These things take the monotony off, and you can bring them back and a new idea or lesson is started. Enthusiasm in the teacher is the chief key to success. The pupils will not be enthusiastic in their work if they do not see enthusiasm in the teacher. During the five hours in the school the teacher should do the best work he can do for his pupils, and if he feels himself lagging he ought to quicken his work or get out of the profession.

This enthusiasm can be created in various ways. I sometimes find pupils lagging in their work; they don't know why—there

seems to be a general laziness; open the windows and let in the fresh air, and let them spend a few minutes in some muscular exercise. This will cause the heart to beat more rapidly, they will take in fresh oxygen, and start off with new ardor. When the heart beats rapidly the mind acts rapidly. I find it a good plan to have two pupils sit together. Brown over there, for instance, and Smith over there—and I say, "Now, Smith, I want you to excel Brown, and the one who writes the best copy will get a bird or something of that nature that will please you." And I certify at the close of the day which has made the better work. I believe in teaching it is a good plan to teach a pupil what not to do. I say "Don't lean forward," and I give an example. If you want to get the attention of your pupil to an awkward position get into it yourself and say "Don't do that." I teach pupils what not to do in order to teach them what to do.

Sometimes I believe it is well to have students write with you. If a pupil is discouraged in his work I prepare him a copy a little better than his own writing, and he thinks he is coming nearer to what I can do —that after all there is not very much difference—and I say "See if you cannot try and beat my copy and if you can I will try to give you a better one." I saw this done many years ago by Mr. Spencer, the author of the Spencerian system of writing. He got his pupils very enthusiastic in the matter of writing, and so worked them up to a love of the art that I have often seen tears shed in his classes by pupils who were discouraged; some of them who thought they never would be able to write well or become good penmen. I saw him go to a young man, whose tear-drops were found upon his paper, and who said, "I don't believe I will ever learn." Mr. Spencer sat down and wrote a poor copy, but little better than the young man could write, and said, "There, see if you cannot beat the old man," and in a little while Mr. Spencer came along and looked at the work and gave the young man a slap on the back. "There, you are beating the old man; I will get another pen," and he wrote a little better copy and in this way led the pupil to better work. You will find it a good plan sometimes to give a poor copy and let your pupil beat you. Take a child. "Come," you say, "let's run a race," and away the little one goes, and how happy it is when it excels—when it beats in the race. But suppose you start off and run away from the child, can you ever get him to run with you again? Or I have a little dog and I offer him a piece of meat; I hold it a little higher than his head and he jumps for it, and the next time I hold it a little higher, and so on until he can jump very high. But suppose I held the piece of meat too high at the start, he would never try to get it; he would simply stand back and look at it and say, "I cannot reach it." We should let the pupil master something, and when he has mastered one thing let him master something else. *Penman's Art Journal.*

AWAKENING CONFIDENCE.

BY F. C. SPARHAWK.

IF there exists a more sensitive audience than children make, it has yet to be found. They are often far from attentive, and in many senses still farther from appreciative. Somebody has written a poem upon childhood which every teacher can indorse, to say nothing of parents. This is one of the stanzas:

Then Wisdom stole his bat and ball,
And taught him with most sage endeavor,
Why bubbles rise and acorns fall,
And why no toy will last forever.
She talked of all the wondrous laws
That nature's open book discloses,
And childhood, ere she made a pause,
Was fast asleep among the roses.

Yet children have the greatest susceptibility as to the reality of people with whom they are brought into contact. They are like certain animals which are endowed in their weakness with special means of safety, as with speed or with wonderful acuteness of eye and ear.

It is not only because people imagine that children are easily deceived that the real self in them touches the soul of the children with whom they have to do. In addition to this unguardedness of grown people toward them, there is what, for lack of a better name, we call the "instinct" of childhood. This does not imply that children can detect any falsity or crime in their elders, but only that they do detect falsity or truthfulness in the bearing of these toward themselves.

A teacher's scholarly attainments are certainly of value; her ability to impart knowledge is of still more consequence. But there is something else, the foundation upon which all other usefulness must be grounded. Human nature is so made that at least nineteen people out of every twenty work simply from necessity. The Chinese idea of the mind being in the region of the

stomach, is so far true as that the necessity of satisfying this organ is the great stimulant to mental and physical activity. But meeting the question fairly, that most teachers go into the profession as a means of livelihood, there is still something else—there is the element of faithfulness in work, through which it comes to be well done, and through which life, individual or collective, comes to its best. The teacher who, with fine education and great talent, yet fails to bear in mind that the little faces daily ranged before her are some time to be set to meet the problems of American citizenship, fails to comprehend the means by which the republic tries to insure its safety. And the teacher who does not feel the responsibility which makes her look upon children, not as mental counters that are to give the number of winnings, but as individual characters that her own character must influence, is a teacher unfitted for her place.

It is this honesty of the highest kind, this consciousness of obligations that no committee can take account of, this willingness to spend and be spent for the children, which the little ones come to feel in every fibre. Energy, endurance, faithfulness, patience, unselfishness, are the forces that make the world a habitable place. It is the business of the teacher to carry on the daily labors of the school-room in such a way as to give play to these qualities; for there is no education worth the name without it. It is not spasmodic preaching that is needed, but the influence of character, which, at its best, is unconscious. This arouses the children's confidence. They are ready to take it for granted that a teacher knows more than they do, and only a series of blunders could uproot their faith here. But they are constantly upon the alert to see if those who are over them do the things demanded of themselves. A teacher in whom the children "believe," in the same sense in which grown people "believe" in a man or a woman, is alone the teacher who has the power to make the best of them.

An educator who wishes to impose plausibility for truthfulness, may be successful with conventions and committees, but with children, never. A school is Argus.

American Teacher.

THE sweetest lives are those to duty wed,
Whose deeds, both great and small,
Are close-knit strands of one unbroken thread,
Where love ennobles all.
The world may sound no trumpets, ring no bells,
The Book of Life the shining record tells.

TREES FROM THE SEED.

BY ANDREW S. FULLER.

THERE is no occasion for a very scientific or elaborate description of the different methods employed in the propagation of forest trees being given in a simple treatise like this. That they may be propagated in various ways is true, but the man who desires to grow only the native or more common exotic forest trees has no occasion to study the mysteries of horticultural science. I am well aware that it has been generally supposed among the farmers that it was only nurserymen that were able to grow such trees successfully; but this is an error; or, at least, if they do succeed better than others, it is only because they have given more attention to the subject; *as it does not require any more skill to grow an acre of our common forest trees than it does to grow an acre of cabbage or corn.* They require no better preparation of soil nor any better after-culture than a majority of our ordinary farm crops.

The cost of producing seedling trees is also much less than those unacquainted with the subject would suppose. Having grown many thousands, I think that a fair estimate of cost at one year old, taking one variety with another, will not exceed two dollars per thousand. This estimate includes the cost of seed, preparing soil, hoeing, weeding, etc., for one season. The cost will certainly depend somewhat upon the price paid for seed, for there are some kinds of the more rare native trees, such as the Magnolia, Cladrastis, etc., the seeds of which would cost nearly the amount named. My estimate refers mainly to the different varieties of Maple, Ash, Oak, Tulip, Spruce, and similar kinds, the seeds of which are always to be had very cheap. The larger nut-bearing trees, such as Chestnut, Walnut, Hickory, Butternut, etc., would cost a trifle more, as they are always in demand for other purposes than for growing trees. Besides being more bulky, the cost of transportation is proportionably greater. Where the seeds can be had near at hand, the cost per thousand ought not to be more than the sum named. I do not wish to estimate the cost too low, but having grown and sold many thousands of such trees, I feel qualified to name a price, because it is derived from actual experience. No one must expect to *buy* trees at two dollars per thousand, because those who grow them for sale expect, and have a right to demand, a profit. Every

one who wants forest trees in large quantities should learn how to grow them upon their own land, that they will have them near at hand when wanted, and can transplant them at their leisure. All of our most valuable forest trees *are readily grown from seed*, there being only a few kinds—and most of these are of an inferior quality—which are more easily grown from cuttings.

I will give my own method of growing the different varieties, although it may or may not accord with the practice of others; the results, however, have always been quite satisfactory.

Seed Bed.—For nearly all of the hardy deciduous trees (*i. e.*, those that lose their leaves in the autumn), an open field is a good situation for a seed-bed. The soil should be deep, mellow, and rich; if not so, make it so by frequent plowing and thoroughly pulverizing with the harrow. If not rich, apply a good liberal dressing of any old well-decomposed manure. Good barnyard is good enough if old; muck, rotted sods, or leaf mold from the woods, will answer every purpose. If none of these are at hand, then bone-dust or ashes may be used; a ton to the acre will not be too much of the latter, or from fifty to one hundred two-horse loads of the muck and leaf mold, and half that quantity of manure. Double this amount would be still better, unless your soil is good at the start. Mix these applications thoroughly with the soil, and harrow all down smooth and level, and your seed-bed is ready. Now draw a line across one side of the plot, and with a hoe make a shallow trench from a half to one inch deep, according to the size of the seeds to be sown. Make the trench about one foot wide; scatter the seeds over the bottom, but not too thickly, say one to two inches apart, and then draw the soil back and cover the seeds as evenly as possible. These seed-beds or wide drills should be four feet apart if a cultivator is to be used among them; if not, and only the hoe or spading-fork is to be employed in cultivation, then two feet will be sufficient. All that will now be required is to keep the soil loose between the rows, and keep them clear of weeds, keeping in mind that, like other crops, the better the care, the better results. The smaller the seeds the less they should be covered, although some small seeds will bear covering much deeper than some large ones. Maple, Elm, Oak, Beech, Tulip, etc., *not more than a half inch*, while Hickory, Chestnut, and Black Walnut *about one inch*. I sometimes sow the coarser seeds in single drills, having only one row instead of the wide bed; in this case the corner of the hoe is only used to make the trench.

Where there is no scarcity of land, the single drill is in some respects preferable, as it is less trouble in weeding, and the plants will usually grow larger than when sown more thickly. Still, the wide drill has its advantages, for more plants can be grown on an acre; besides, the plants shade one another, and thereby are not quite so liable to be burned by the sun, as in single drills. There are, however, but few kinds that are liable to be damaged by burning, even in our hottest weather, and these should be grown in a half-shady position. Some varieties are benefited by being partially shaded when they first appear above ground, also by being protected from the cold the first winter, consequently it is best to sow the seeds of these in small beds, say four feet wide and as long as required. Around these beds set up boards a foot or more in width, fastening them with stakes or by nailing them together at the corners, and by placing cross-bars every four feet along their length. The soil in these beds should be made fine and rich, and raked level before the seeds are sown. Sow in drills six inches apart, or broad-cast, and rake in. After sowing, put on the screen, which may be of coarse matting, or evergreen boughs, or, what is better, one made with laths. These lath screens should be long enough to lie cross-wise of the frames, and about three or four feet wide.

If the seed-bed is not over four feet wide, one length of common lath will cover it cross-wise; then by nailing a narrow strip of board across the ends of the lath, your frame screen will be complete. The laths should be placed one to two inches apart; this will allow plenty of light to reach the soil, but not enough to injure the plants; it will also allow the rain to find access to the beds. These screens are the most convenient, cost but little, and will last a long time if placed under cover when not in use. The sun reaches every part of the bed through the screens in the course of the day, but does not remain long enough on any particular spot to cause injury. A board fence or hedge running east and west will often answer very well for a screen for the more delicate varieties which require it; on the north side of these make the bed, and only so wide as will be shaded in the middle of the day.

Most of the evergreens require a little protection from the sun when they first come up. There are also some of our deciduous

trees which are rather tender and often burn off when they first appear above ground. The Mountain Ash, Larch, Taxodium, and some others, often fail entirely for the want of a little protection at this time. No general rule will apply to all, nor can there be any specific rule which will apply to each and every section of the country; and soil and climate vary, so must practice. It is better to be careful than careless, therefore it is better to use a preventive than risk a failure. When I come to speak of the different varieties, I shall indicate kinds which are better sown in shady situations than in open ground. It may not always be necessary, but is certainly the safest. Seeds sown in these beds with screens should not be covered too deep, and the best way to do it is with a sieve, whether in drills or otherwise.

The best soil for covering is fine leaf-mold, so well rotted that it will pass readily through a sieve with one eighth of an inch meshes. It will often be necessary to water these seed-beds, especially when the small and delicate varieties are sown, as such must not be covered more than one-fourth of an inch deep; and unless the surface of the soil is kept moist, they will very likely fail to come up. A very light sprinkling every day in dry weather is what they require, not a drenching to-day and no more for a week or two. Keep the soil moist, but not wet.

When the plants first come up, and have formed but few leaves, is the time the most care must be used in watering, and no more should be applied than they actually require to keep them from suffering for the want of it. Too much moisture at this time, especially if the weather is very warm, will cause them to damp off, or, in other words, rot off. Remove the screens in cloudy weather that the plants may get plenty of air, for our object just at this time is to harden the plants or make their stems firm and woody, not by drying them, but by a healthy growth. So soon as they are from two to six inches in height (according to the varieties), very little care is required. If the weather should be very dry, give them water; but the sprinklings may be dispensed with, and a good soaking be given instead, but only occasionally or when the plants really need it. For evergreens, the screens may be kept on the beds most of the summer, but remove toward fall so that the plants may be thoroughly ripened. At the approach of winter, or so soon as the ground begins to freeze, put on the screens or lay strips across the top of the frames, and on these place straw, hay, cornstalks, evergreen boughs, or any such material that may be at hand. It is not expected that the frost will be entirely excluded, nor would it be advisable to do so, for there would be danger of smothering the plants. The covering is merely to prevent the frequent freezing and thawing of the ground and heaving out the plants.

Time for Sowing Seeds.—There can be no specified time given for sowing all kinds of tree seeds, but for a general rule, very soon after they ripen is the best. It is certainly not always convenient to do so, nor is it always necessary, but with some kinds a delay of a few weeks is almost certain to result in a complete failure. Some kinds of seeds retain their vitality for years, while others for only a few months at most.

The want of specific knowledge upon this point has been the cause of many failures, and will probably continue to be so until more general information is disseminated. To more fully illustrate this point, I will suppose a case. Mr. B., a farmer at the West, wishes to grow a quantity of the different kinds of maples, and he writes to some Eastern seedsman ordering two bushels of each of the following kinds: Sugar Maple, Norway Maple, Red Maple, Silver Maple, sending his order in the fall, knowing that at that time most trees ripen their seeds. But for once he has made a mistake; and if he has sent his order to an honest and intelligent seedsman, he will fill one-half of Mr. B.'s order, and write him why he does not send him all the seeds ordered. But if he has sent his order to one who is not posted up in the matter, or who values money more than honesty, he will fill the order complete, and the result will be that the seeds of the first two kinds will grow, and the others not.

The Red and Silver Maple ripen their seeds in spring or early summer, about the first to the middle of June in this vicinity, and they retain their vitality for only a few weeks. If sown as soon as ripe, they will come up in a few days, and make a growth of one to three feet by the time the Sugar and Norway Maple seeds are ripe in autumn.

If Mr. B. had been aware of this fact, he would have sent his order for them early in spring, and have directed that they should be forwarded to him in bags, or, what is better, baskets, but not in close boxes, for when excluded from the air, or closely packed together, they will heat, and soon be destroyed. These two varieties of maples are among the few forest-tree seeds that absolutely demand immediate planting, and then they grow very readily.

Preserving Seeds.—As before remarked, some kinds of seeds retain their vitality for a long time, and others only for a short period. Those seeds that have a firm, horn-like covering, like the Locust, etc., generally retain their vitality the longest, while the seeds of the Maple, Elm, and similar trees that have a very porous covering, are comparatively short-lived. The size of the seed is no indication of its vitality; the largest may perish much sooner than the very smallest.

The Black Walnut, Horse Chestnut and Butternut will seldom if ever grow after the first season, while the Virgilia and Locust, which are quite small, will germinate after having been kept for a dozen years. The vitality of all seeds may be retained for a much longer time than was evidently intended by Nature, if they are placed under the proper conditions. A cool, dry, and equal temperature appears to be the best adapted for the perservation of all seeds. The humidity of the atmosphere has also much to do in enabling them to retain their vitality, for while a warm, moist one is just suited to growth, it hastens the death of the seeds. For when the germinating powers of the seed have once been excited into growth, it can not be checked without injuring, if not wholly destroying, its vitality. A warm, dry atmosphere evaporates the moisture, causing them to shrivel, and thus destroys them.

Some seeds, as the Chestnut, contain such a large amount of albuminous matter that it is quite difficult to keep the temperature and humidity of the atmosphere just in the right state for their perservation. All such seeds should be placed in the ground, or on it, soon after they are ripe, and covered with leaves or some similar material, following Nature's method, as they receive there the proper degree of warmth and moisture requisite to their perservation, better than in any other situation.

Gathering and Transporting Seeds.—Seeds should always be gathered in dry weather, and those kinds which are inclosed in an outer covering, like the Butternut, should be spread out in an airy situation until they are quite dry before being packed for transportation. It is also advisable to dry all tree seeds a little, but it must be varied according to the size and natural amount of moisture they contain. Those that possess a large amount either in their covering or in the seed proper are liable to heat if packed in close air-tight boxes. Baskets and bags, or boxes with small holes bored in them, should be used for the purpose, especially if the seeds are to remain in them for several days. Sheets of paper, or layers of dry moss, may be placed between the layers of seeds to absorb the moisture, when necessary to pack the seeds before they are sufficiently dry. These remarks apply only to the larger seeds and those that naturally contain considerable moisture at the time of gathering them.

The smaller seeds as well as larger ones that are inclosed in a dry covering, such as the Alder, Spruce, and Pine among the smaller, and Beech and Hickory among the larger, may be transported in bags, barrels, or tight boxes; all that is necessary is to keep them dry while in transit.

Where to Obtain Seed.—Where shall we get our seed? is a question that admits of only a very general answer. It is apparent to all, that where the trees grow, there will the seeds be found most abundant.

If in those sections there are any persons who gather seeds for sale, whose address you can obtain, they will be glad to furnish you, otherwise you may have some acquaintance there who will take the trouble to gather them for you; or, this failing, you could write to a postmaster in the vicinity stating your desire, and asking him to aid you by giving you the address of some one who would be likely to furnish them, inclosing a prepaid envelope for the answer. Our country postmasters are generally accommodating men, and if you do not ask them to write a long letter and pay the postage themselves, on business which wholly benefits yourself, you will find them ready to do a favor even to a stranger. When you get the address of the person, write him stating in a few words what you desire; and if he can not get the seeds for you, ask him if he can refer you to some one who can (always inclosing a postage stamp for reply). There are many ways in which a correspondence may be brought about between farmers, in different parts of the country, which would result in advantage to both parties. Seeds could be exchanged, and information upon various subjects given and received. *If farmers would write and study more and work less, they would get rich sooner, live longer, and be more happy.*

When the seeds wanted can not be procured in this way, then write to some seedsman for them, always sending in your order early; never wait until it is time to sow the seeds before ordering them. Few seedsmen save any more than they are likely to sell, not wishing to incur the expense of having

a large quantity gathered to supply an uncertain demand.

And here let me say to those who are about ordering seeds: You will not only be more certain of getting what you want, but you will accommodate the seedsman by sending your order a month—yes, six months—before you require them. It is not necessary that you should send the full amount of cost with the order, but you should send a small sum, unless you are personally known to the one to whom you send your order. If you wish to buy fifty or one hundred dollars' worth, send five or ten dollars along with the order, as this will show that you are in earnest and intend to buy what you have asked for, and your order will be put on the order-book. If you merely write saying that at some future time you will want such articles, ten to one your letter goes into the waste-basket and no notice taken of it. Perhaps Mr. Seedsman has ten just such letters from different parties the same day yours reached him, and he knows from past experience that probably not more than one out of the ten will buy the seeds about which they have written to inquire.

There has been for many years quite a demand for American forest-tree seeds in Europe, and a few of our seedsmen have made a specialty of gathering them. There is an abundant supply, and our seedsmen possess the facility and energy to meet the demand for any amount that may be required. But do send in your orders *early*.

FRESHNESS OF SPIRIT.

ONE of the most serious losses which befall men is the loss of freshness of spirit in dealing with the manifold relationships and duties of life. With the lapse of time there is always danger that the first zest and zeal will pass, and leave us servants of duty or slaves of routine. Joy and enthusiasm fold their wings, and we walk wearily where we once passed with swift and victorious movement. Our business becomes drudgery, our duties onerous, our relations of affection lose the charm of sentiment. There are always a few rare natures who escape the decay which despoils the bloom of life, and carry with them into noon and evening the freshness and splendor of the morning. These are, by virtue of this quality, our guides and inspirers; they continually renew for us and in us the early vision, the pristine beauty of living. They show us again the loveliness we once saw in the flower, the glory we once saw in the sky, the dignity and nobility which life wore for us before care and selfishness impaired our finer perceptions.

The joy which such natures preserve for themselves and others, the power of impulse toward high and noble living which they continually generate, do not belong by nature to the few; they are universal gifts, within the reach of all who will put out a hand to take them.

> 'Tis Heaven alone that is given away,
> 'Tis only God may be had for the asking.

The secret of perpetual freshness in a human soul, of renewing life each day in the beauty of the first creation, lies in the clear and permanent perception of the great spiritual forces and truths of which all visible things are the symbols and revelation. The mother ministers to her child without pause or rest; the long day of her service is divided by no swift passing hours, and broken by no change of morning into night or night into morning. Head, heart, hands and feet are incessantly taxed to care for, develop, and direct the young life. There are times when all these grow weary and would fail if it were not for the consciousness, kept clear and luminous by love, of the inestimable worth of the growing soul that receives all this as its right, and does not even think its gratitude. Every true mother understands the spiritual relationship in which she stands to the little group at her feet, and this perception sheds a continual radiance about them and her.

Not less deeply and fruitfully are we all related to our duties—those incessant demands upon our life which at times almost drain it to the last drop. Met simply from a sense of obligation, without the abiding consciousness of their spiritual significance, they deplete and exhaust us; but met with the clear insight which discerns the growing purpose of God behind them, they become transformed and radiant with prophecy and promise; the drudgery of the day is no longer drudgery when one sees in it the slow unfolding of a great new thought for one's coming life.

In all our relations with the men and women about us there is the same tendency to weariness and the same remedy for it. In the sacred privacy of the home there are, year in and out, the same faces, names, voices, duty, occupations; there is a routine which conceals and at times almost buries the deep and beautiful ties that have made the family imperishable and invulnerable amid the vicissitudes of civilization. They only know the joy which makes these re-

lations wells of inspiration and happiness along the journey of life, who hold in clear view the rich spiritual relationships of which the family ties are a perpetual and beautiful revelation, a parable repeated from generation to generation with ever-deepening meaning.

Spiritual strength is the only real strength, because it alone is capable of infinite renewal; and in the possession of this strength lies the secret of that freshness of sentiment and zeal which, like a dew from heaven, revives the rarest flowers along the path of life, and renews day by day the beauty and fragrance of their earliest blooming.—*Christian Union.*

PUPILS' EXAMINATIONS, ETC.

THE following is an abstract of the report of the Committee on City School Systems of the National Council of Education, at Topeka, on the subject of "Pupils, Classification, Examinations and Promotions." The report was presented by City Superintendent H. S. Jones, of Erie, Pa., and is characterized by his practical method, clear thought, and terse style:

1. It is not the purpose of the common school to serve as a sifting machine, by which a certain kind of brain can be discovered and retained.

2. The common school is an institution whose function is to receive and hold, as long as possible, children differing more or less widely in race, heredity, surroundings, strength, health, and the faculty of learning.

3. Classification is (1) economical, (2) a healthful, social, and educational stimulus, and (3) encourages true emulation.

4. Classification is close, or educational. Close classification is military in spirit; its aim is fusion and uniformity. It tends to make instruction fit itself to the weak of the class on one extreme, or to the strong of the class on the other.

5. Close classification is hardly an evolution of the common school.

6. Educational classification aims at the progress of the individual. It makes the class an economic convenience, rather than a necessity. In the region of thought and observation, it compels each member to act individually. It demands that the teacher shall study the child as he is in the class—not the typical child.

7. Classification should receive the most careful attention of the supervisory force. It should not be left to inexperience, or to those who have little skill in judging of mental faculty.

8. The size of a class, and the number of classes to a teacher, depend on material and location.

9. Examination should be subordinate to education, serving merely as a factor in the operation of instruction.

10. Examination should be (*a*) written, (*b*) oral, (*c*) objective, combined as far as practical, and given large place in the lower departments.

11. Examinations may serve a useful purpose in education: (1) as a stimulus; (2) as a test of class progress; (3) as a corrective of defects in the instruction; (4) to help determine individual promotions; (5) in the work of class promotions; (6) in ascertaining the fitness of a class to graduate from the department that issues a formal diploma.

12. Standing in examination should neither be a crown nor a disgrace.

13. Nothing depressing, exciting or startling should characterize the examination.

14. Questions should be based on due preparation, and so formed as to assist in education. They should shade from the easy to the difficult, giving full chance to the several degrees of talent in the class.

15. The time allotted to an exercise should not be so limited as to cause a state of hurry.

16. Promotions should not be based on examination alone. The school history of the candidate also should be taken into account.

17. The act of promotion should not be magnified into an epic.

18. Semi-annual promotions, especially in the lower grades, seem best in the line of elasticity and readjustment.

CONCERNING BOOKS.

BY LYMAN ABBOTT.

A BOOK may be an ornament, a tool, or a friend. As an ornament it lies on the parlor-table, and enters into competition with a vase of flowers, a plaque, a Japanese monstrosity, a Turkish table-cloth or whatnot, or lines the wall in a set of shelves, and serves as an expensive wall-paper. There is no objection to books as ornaments for those people who can afford literary *bric-a-brac*, and like that sort of thing. As a tool the book belongs to the scholastic workshop. It is professional. The boy's school-books are tools; the woman's cookery-books are tools; the minister's commentaries are tools; the lawyer's reports are tools; *Webster's Dictionary* is a tool. Every perfectly-equipped house ought to have a carpenter's shop, and the master of the house ought to know how to use it; cooking-schools for girls, and carpenter-shops or garden-beds, or both, for boys. So every house ought to have its literary tool-shop, its library of books for literary labor, its intellectual carpenter's shop; its books of reference,—dictionary, geography, cyclopædia. But the highest use of a book is as a companion and a friend. You are not particular as to the binding; for, though you

like to see your friend well clad, the tailor does not make the man, neither does the bookbinder make the book. A threepenny edition of an English classic may be a friend. You do not inquire as to utility. The most useful books are those which can give no account of their usefulness. The highest use of a friend is his friendship, and, in some respects, a friendly book is the very best of friends. Speech is silver, silence is golden. A book is a bi-metallic friend; it will give you either silver speech or golden silence, as you prefer. I sit by my firelight dreaming, with my friend in my hand. "Come, come," I say to him at last, "you are silent and I am weary; talk to me, amuse me." And he answers not my petulance with reproach, but looks with kindly face into my eyes and talks. At last I weary of him. "You talk too much," I say, and turn from him. He stops as quietly as he began, relapses into silence, and breathes no complaint of my unreasoning mood. A book is never jealous, never suspicious. It asks no attentions. It never pouts or sulks because you prefer another book. It never reproches you with,—"I thought you had quite forgotten me." I can not pet my cat without a remonstrance from my dog; but I can choose any book out of my library with no looks or words of reproach from its companions. It exacts nothing. Conversation is give and take; but reading is all take. The book demands of you only one thing,—attention. That you must give, or it closes its lips and is resolutely silent. Indeed, the generosity of this friend is its worse fault. Beware! or it will make you selfish. Your true book-lover is in danger of not being a true lover of his kind. There is one virtue no book can cultivate in the soul, —the virtue of self-denial.

The book as a friend is a living soul. It is the thought and experience of a noble nature crystallized and endowed with an earthly immortality. It is the touch of a vanished soul. It is a voice come back from the unseen world. Words are immortal because a soul lives in them. A good book is immortal because it is an incarnate soul. In the presence of a great book I am in the presence of a great nature. He is an artist; and he lends me his eyes with which to look into Nature and read her mysteries. He is a poet; and I, too, am a poet in his companionship, and endowed with his insight. He is a novelist: and as I sit with him my heart throbs with his profound sympathies. He is an historian, and I live in another epoch; or a philosopher, and his broad horizon opens before me, and I am on the top of an exceeding high mountain, and all the kingdoms of Nature and all truth are in a panorama before me.

Christian Union.

PUBLIC SCHOOLS AND PUBLIC DUTIES.

BY T. ELLIOTT PATTERSON.

IN an early number of "The Citizen," published in the interest of "good government through good citizenship," Prof. James, of the University of Pennsylvania, advocated the use of our public schools for disseminating instruction in duties of citizenship. To him it seemed the most available channel for successful instruction in the public duties of the citizen. Like the Temperance advocates for early hygenic instruction on the evils of alcoholic stimulants, he believed in working on the rising generation, rather than expending time and labor in the fruitless task of interesting or instructing the mature and the aged. The article was well worthy his able pen, and commends itself to every patriotic worker in the field of American education.

The hope of our country is in the Christian training of our youth, and a very important part of this training, irrespective of creed or sect, lies along the line of educated citizenship. And while any new departure in the way of popular instruction in public duties requires time and patience, it should also be remembered that only a few years are necessary to pass school-boys of sixteen into the responsible citizenship of voters at twenty-one. It is possible to imagine that education, in the popular use of the word, has crowded into our public (or people's) school some studies that are not so useful or practical as others that might be suggested. And without speaking disparagingly of the honest efforts to make "schools of learning" out of the village grammar or city high school, may not many of our youth come forth from our cross-road Heidelbergs, Oxfords and Cambridges, with two little knowledge of *many* things, and entire ignorance of *some* things?

To be guilty, or even to be charged with the misdemeanor, of adding one study to the comprehensive curriculum of the People's College, might be unwise in this age of investigation. Not to add to, but to occasionally take a half-hour from, some one of the many regular studies, we would suggest

"half-hour talks on our Constitution," the organic law under which the 4,282,891 and more Pennsylvanians are living. Known as the Constitution of 1873, it was submitted by the Constitutional Convention of 1872–73, ratified by the people Dec. 16, 1873, by a majority of 145,150 out of a vote of 253,744, and went into effect January 1, 1874.

For convenience of reference, we place the eighteen articles under the following divisions, and trust the Pennsylvania teacher of the new Pennsylvania voters for 1890, may find time during these intervening years to at least acquaint them with the leading features of Pennsylvania's "Great Law."

Rights.
- *1. Declaration of Rights*
- *8. Suffrage and Elections.*
- *12. Public Officers.*
- *7. Oath of Office.*
- *6. Impeachments.*

Legislation.
- *3. Legislation.*
- *18. Amendments.*
- *13 Counties.*
- *14. County Officers.*
- *15. Cities and City Charters.*
- *16 Private Corporations*

Departments.
- *2. Legislative.*
- *4. Executive.*
- *5. Judicial.*

Internal Polity.
- *9. Taxation and Finance.*
- *10. Education.*
- *11. Militia.*
- *16. Railroads and Canals.*

THE CATERPILLARS.

EVOLUTION OF THE FALL WEB-WORM.

BY S. S. RATHVON.

THE caterpillar which seems to have been most abundant the present season, and which has been most the subject of complaint, is what is called the "fall web-worm"—scientifically, *Hyphantria textor*. It is the larva of a small white "miller moth," which may be often found in early summer mornings sitting on lamp posts, or lying dead on the pavement beneath city lamps, or inside and outside of grocers' windows, or elsewhere, where lights are burning. It is a "night flier" (*Nocturnia*) and is, with hundreds of other night-flying insects, attracted by light. During the day it generally remains concealed in some out-of-the-way place. Now, this habit naturally suggests a common remedy for the destruction of the moth, and one female moth destroyed before she has deposited her eggs, practically involves the destruction of from three to five hundred caterpillars in embryo. A globe lamp set in a large basin, or small tub of water, forms a most effective moth trap. They fly against it pell mell at night, and with a rebound, drop into the water beneath. A lamp set on a short post, or an open flame, will also attract and destroy them.

All, or nearly all, butterflies and moths are fond of liquid sweets; and hence they visit flowering trees, shrubs and plants, to gratify their love for the nectar which the flowers of vegetation contain. This is very apparent to all, so far as it relates to the "day-fliers" (*diurnia*) and a little observation will also illustrate it in the case of "twilight-fliers" (*crepuscularia*); but it is none the less true in reference to a large number of the night-fliers. Hence shallow vessels, or wide-mouthed bottles, containing poisoned liquid sweetness hung on trees and shrubbery, in the evening and during the night, will attract and capture them by hundreds or thousands. We have often had large numbers of them, so captured, sent to us for identification. Of course this may require some little trouble, but if that which is proposed to be protected or saved has any value to its possessor, it may compensate him for all the trouble it requires

What we have thus far written relates to the forestalling of caterpillars by the destruction of their progenitors. No caterpillar is endowed with power to deposit eggs or procreate its species. The caterpillar is the youthful state; the butterfly and moth are both in the adult states. But between the youthful and the adult state is the intermediate or quiescent state, (*pupa, chrysalis or aurelia*) which may also be termed the adolescent state, during which it acquires the functions necessary to its perpetuation. Insects generally are very prolific. Moths will deposit from one hundred to one thousand eggs or more during their life-lease, and from one to three generations may be produced in one season. The importance, therefore, which attaches to the destruction of a single gravid female moth becomes very apparent. In order to circumvent the noxious invasion of caterpillars, slugs, worms, or whatever other name we may be pleased to give them, we must divest our minds entirely of those poetic or romantic ideas which attach to the "beautiful butterfly" and the "pretty moth," for under cover of all their gaudiness and prettiness are concealed the possibilities of blight, of defoliation, and utter devastation to the uses and the beauties of the vegetable kingdom.

If, however, through inadvertence, disinclination or indolence, we have neglected to avail ourselves of any means to destroy the butterfly or moth before it has deposited its eggs, we must prepare to meet it in its youthful or caterpillar form. But before the caterpillar is the egg state, and those

moths that deposit their eggs on trees and shrubbery in the fall, where they remain exposed all winter, have their numbers much reduced, if not entirely destroyed, by unfavorable weather, by accident, by certain prying and active little birds, or by numerous minute insect parasites.

But the special subject under consideration is not one of that kind. It does not deposit its eggs in the fall. It is not certain how many broods of this web-worm occur during the season, although there is the appearance of many. But two broods are as much as are claimed in our latitude. The appearance that there are more originates from the fact that the moths do not evolve from the pupa state, in which they passed the winter, all at the same time, owing to a difference in their situations in regard to heat or cold; and when they do evolve they do not deposit all their eggs at the same time. In this respect they are something like the female "Colorado potato beetle," which sometimes requires twenty-seven days to deposit all her eggs. Hence it may appear that there are twenty-seven broods, when in fact there is only one. The moth of the fall web-worm generally begins to deposit her eggs when the trees are well leaved, say about the first of June, and may continue to deposit up to the first of July.

These eggs are deposited on the leaves, and within a week thereafter, if the weather is favorable, the young caterpillars are excluded. These young are essentially gregarious, and immediately begin to envelope three or half a dozen leaves with their web, and the little colony feeds upon the *parenchyma* of the leaves within their enclosure, measurably free from birds, from rains, storms or other disturbances. Even an application of liquid poison would have little effect upon them, and it often requires days of continuous rain to saturate one of these nests. Their presence soon becomes conspicuously visible by their clustered webs. A pair of pruning shears attached to a pole, and worked by a strong cord, is an efficient instrument to clip off these nests, and if taken early the whole colony may be captured. These nests should then be immediately burned. A swab on the end of a pole, and saturated with alcohol, coal-oil, camphine or melted sulphur, ignited, and held under their nests, will soon make an end of them. When they increase in size the colony divides into smaller communities, and as October approaches they become solitary, leave the trees, scatter, each one seeming to look out for himself. They seem to be moving about distressed and objectless; but they nevertheless are bent on a special purpose.

That purpose is to find a suitable place in which to pupate and pass their winter hibernation. Where the earth is not too compact nor subject to continuous saturation, they will go a little distance under ground, and form a cavity and a slight cocoon out of the hairs on their bodies, and there assume the pupal form. But they also pupate elsewhere. Under stones or the loose bark of trees, in the leafy rubbish at the base of trees, or under almost any suitable temporary cover, they may frequently be found. Then, if not before, they should be killed. These insects, however, must not be confounded with the "tent caterpillars" (*Clisiocampa*), the moths of which deposit bracelets of eggs around the branches of trees, where they may be plainly seen when the leaves have fallen. When *that* moth has deposited its eggs it dies, and its hibernation is in the egg state. It is also a larger insect, both in the moth and the caterpillar, than the "fall web-worm," and also of a different color. The latter varies in both size and color in the larva state, but the average length is one inch; head very glossy black; body greenish yellow, with velvety black dorsal stripe, and orange-colored side stripes; hairs long and tarnished white. The moth is pure white; body half an inch long, and its alar expansion one inch and a quarter. *Lancaster New Era.*

PRACTICAL TEMPERANCE WORK.

THE real temperance movement, so far as it affects individuals, has been weakened by mere speculations. The great concern is how to influence men to give up their cups, and how to brace them up while they are forming gracious habits, and how to protect them from temptations to the appetite. The conditions of society are against weak men, especially of the humble classes, as they are called. Some men, when they are thirsty, can enter a store and take a glass of ice-water—their position bids them help themselves; but others cannot, not because they are morally or intellectually inferior, but because they wear rough clothes and do rough work. The teamster cannot go and help himself. The man who lays a pavement is not welcome in commercial palaces, but he is as thirsty as the best; and what is left to him? He cannot get ice-water at the corners of the streets. It does not bubble

up for him at the side of the pavement; and, if it did, there is no sheltered place for him to sit down and rest a moment. But there are luxurious places at every corner where a comfortable chair awaits him, and a glass of beer and crackers added, with a glass of ice-water, if he wants it, all for five cents. Now, what is the use of running sentimentality against fact to a hungry, thirsty, and unsheltered man? What is the use of setting up social isolation against sodality? What is the use of running our heads against the inevitable laws of trade, in which humanity will go where it can get most refreshment and companionship for the least money? Until temperance drinks are so made as to tone up the system and strengthen it instead of stimulating it, and places of comfort are provided to receive it for five cents, it is nonsense to be puffing up sentiment to this class. When, at every corner and in the middle of squares, men cannot even get a glass of milk or coffee, and crackers with it, and a place to rest a moment, for five cents, temperance can never rival the lager-beer saloon or gin-mill. It is more cheap food and drink that will strengthen, and not intoxicate; it is more comfort to weary and weakened bodies; more cheer that will stimulate moral sentiments; more examples of practical reform measures and less talk and resolutions, that will control that great multitude from whence the great army of drunkards are recruited, by the help of the common necessities of nature. *Presbyterian.*

HINTS ON WRITING.

BY JOHN D. PHILBRICK.

1. MAKE a judicious use of whatever series of copy-book is officially adopted for your school. Penmanship is essential as a mechanical means for acquiring and conveying information. But do not make your pupils slaves to "elements," "analysis," "proportion," "harmonies," and an endless series of engraved lessons. Penmanship is learned, in the main, by imitation and practice.

2. With beginners during the first school year put your copies on the blackboard, and let your pupils imitate them on the blackboard. Little children like writing with chalk in large-hand, because the teacher and the class see their work. Follow these lessons by slate-work.

3. Do not drill beginners on elements, principles, or analysis, but put them at once to writing short words, and then short sentences, as in reading. In fact, reading and writing ought to be carried along *pari passu*.

4. Bear in mind that many of the capital letters are no harder to make than are the small letters.

5. In blackboard lessons, see that your pupils form the habit of holding a crayon properly, and give a drill lesson occasionally on large ovals to secure freedom of arm movement.

6. In slate writing, use only long pencils, and train your children to hold them as a pen is held. Give frequent drill movements in making ovals, running *m's*, etc., in order to secure freedom of arm movement, and an easy way of holding the pencil.

7. Give attention at every lesson to the manner of placing the slate upon the desk, and to the position of the pupil in writing. It is exceedingly difficult to break up bad habits of holding a pencil, when the pencil is followed by a pen.

8. Do not sit down in a chair behind your table, as so many teachers do, but go about among your scholars, place their slates or books properly, take hold of their rigid fingers, and show them how to hold a pen easily and properly. It is not enough to do this *once*, it must be continued for years.

9. Train pupils from the beginning to write with a free and ready movement, not the slow, constrained, rigid, snail-like tracing that is often current in school.

10. The use of engraved copy-books is indispensable in school, but they must not be relied on exclusively. Let copy-books alternate with blank-books in which to write maxims, rules of health, choice selections of prose and poetry, compositions, etc. When pupils are able to write a fair business hand, drop all copy-books, and rely on the written school exercises. Require weekly or monthly specimens from every pupil.

11. Upon the lowest line of each page of the copy-book require the pupil to write his name and age, the name of the school and class, and the date when the page was finished.

12. Train your more advanced classes on the elements, and the analysis of forms. Point out the defects of bad forms and the merits of good forms. Require your pupils to make on the blackboard the capital letters on a large scale, and let them criticise one another.

13. Do not attempt to make the older scholars write a uniform "copy-book hand," but let them form their own characteristic style. The main thing is *to make every letter legible*.

14. "Writing, like spelling and grammar, is capable of development, but not unless many of the books prepared upon purely mechanical principles give way to blank-books or sheets, which our children may use with greater freedom of hand and of the will that guides it. The days of copy-setting were better than those of copy-engraving for this reason, if for no other, that the teacher wrote for the pupils, as well as the pupils for him. If he went further, and encouraged them to write out passages in prose or verse, perhaps helping them a little in their choice, then those days were a great deal better, and we had better revive their practices."

15. "A corrupt taste in regard to writing has been for several years gradually creeping into our schools. This corruption consists in the substi-

tution of a slender, faint, and weak kind of writing, with certain outlandish and fanciful capitals, for a good, honest plain, neat, firm, clear, legible, strong, and regular hand."

THE LADY TEACHER.

WHAT is a lady? If we hunt the etymology of the word, we shall find it is derived from two Anglo-Saxon words, one of which means to look after, to have charge of, to keep. But a noted gentleman has given us quite another definition, which corresponds with our own views, viz, "A lady is a woman who is the equal of her lord." The lady teacher is the compeer of her brother in the same profession.

Everything seems to qualify her for teaching. Her organization clearly defines her sphere. She is physically fitted to the close confinement of the school-room and to sedentary life. God has endowed her with fine natural perceptions, an exquisite instinct, and wonderful self-control. In fact, ladies are the anointed teachers of our race.

Thoughtfulness for others, modesty and self-respect, are the qualities which make a real lady, as distinguished from the veneered article which commonly goes by that name. These qualities, coupled with patience, self-control, and a youthful heart that has not forgotten its own sunshiny, cheery childhood, are wanted in all who deal with the children.

The lady teacher must be firm but heavenly mild.

> "A perfect woman, nobly planned
> To warn, to comfort and command."

Children are susceptible creatures. As you influence them not by arbitrary rules and stern precepts alone, but in a thousand other ways that speak through gentle manners, quiet, pleasing, lady-like tones, so they will grow.

Place a young girl under the care and guidance of a kind-hearted, graceful woman, and unconsciously to herself, she will grow into a graceful lady. Place a rude street-educated boy under the guidance of the same gentle hand, and how quickly the rough edges of that boy's nature are smoothed and toned down.

My opinion is that if a lady teacher does nothing more for the good of a community than to inculcate good morals and gentle manners in the minds and hearts of the youth, she is of inestimable value to that community.

I do not think parents are particular enough about the culture, refinement and character of the one to whom they entrust the education of their children. A noted gentleman, when his daughter asked him what studies she should pursue at college, replied, "It matters not so much what you study, but with whom you study."

There is a tendency nowadays to underestimate the durability of early impressions. They are the reins that guide and stop us all through life, the golden key that locks or unlocks the portals leading to fields of usefulness in maturity.

How often we hear these expressions: "O well, what is the difference who is employed in those primary departments, or who teaches that summer country school?" What a mistake to think that when a child is once on its feet it will grow and flourish like a tree, regardless of soil or cultivation! The labor only begins then. I tell you, mothers, the croup, which you so much dread, is nothing compared with that swearing boy on the corner. You cannot be too careful into whose hands you place the guiding and guarding of those little feet.

The primary teacher ought to combine in one, mother, governess and nurse. She ought to be a lady in every sense of the term. But there are some lady teachers whose field of labor lies away from the busy town. The position of lady teacher in the graded schools is a responsible one, but I can't begin to tell you what it means to be a country schoolma'am.

Am I addressing a fellow-teacher from the rural districts? If so I need not speak of dust, mud, overwork, poor pay, and the opposition of ignorant patrons, for you well understand all about these. Your lot in life is God-like, for it is yours to give time, strength, activity and love, without any apparent adequate return. Yet you have a compensation which is even better than money. You are teacher, saviour, guardian and friend—sometimes unappreciated, sometimes misrepresented, and oftimes misused, but never the aggressor.

But each one of us, wherever our lot may be cast, can ennoble our profession by putting into it the womanly and divine principle of love and sacrifice.

The lady teacher ought to be a true Christian. An artist gazing upon a block of marble exclaimed, "I see therein an angel!" Grasping his chisel he wrought as if by magic, until his natural eye beheld the image of his mind. Infinite wisdom has entrusted you and me with living, breathing marble, and it is ours, with smiles and tears,

with prayer and song, to develop patiently the latent possibilities of the human soul. Our words and thoughts are crystalized in the minds of those around us. We can lead those little feet up and place them upon the King's Highway, or by being unfaithful to our trust we can start them upon the downward path. Next to the minister of the gospel stands the teacher. Then let us go forth to our labor stronger in faith and integrity than ever before; more fully determined to lead a sweet, pure life, replete with good works. Let us "sow beside all waters." Perhaps we can make something grow where before was a waste or a blank.

Let true womanhood shine out of our lives, casting its radiant glow upon the God-given treasures around us, raising, stimulating and encouraging them to self-reliance, and to a true, pure life. If we can drop but a pebble of truth into the vast ocean of humanity, the circle of our influence may go on, deepening and widening, until it shall reach the boundless shore of eternity. Then from our Master's lips will we hear the words, "She hath done what she could: well done." *Ohio Ed. Monthly.*

HOW EDWARD EVERETT HALE WAS EDUCATED.

I HAD the great good luck to be born in the middle of a large family. I lived with three brothers and three sisters; I was the fourth, counting each way; and I should advise anybody, who is consulted in such matters, to select that place in the family economy.

The fourth child will be apt to wish to go to school when the three older children go. The mother will not object if the school be unscientific, happy-go-lucky, and simply a place where a good-natured girl of twenty keeps thirty children reasonably happy for three hours in the morning and two in the afternoon. To such a school, miscalled a dame school by writers now, I went, or was led, willingly enough, for four years. I remember four realities there. One was the flickering of motes of dust in the sunbeams, when the shutters were closed—curtains there were none in those primeval days. My observations then have assisted me in following out Mr. Tyndall's since. One was the method of making sand-pies on the floor. One was the first page of the New York Primer—and I wish I had the book now. The fourth was sitting in a yellow chair in the middle of the school-room, reading an interesting book. I was quite absorbed in the book, when Abel Fullum came for me. Abel Fullum was the "hired man," who was then, in 1826, in my father's employ, and who now, in 1886, kindly oversees my daily duties, lest I should go far astray. He accompanied us to and from school four times a day, the distance being too great for inexperienced feet. "Doctor," said Fullum to me, when we were well in the street, "what-ure-been-doin' that was naughty?" I said I had done nothing wrong. But Fullum assured me I had, and that no one ever was placed in that yellow chair who had not been naughty. This I then remembered to be true, but it had not crossed my mind before. Nor do I know now, nor have I ever known, from that time to this, why I was thus punished. I did not then know, but by accident, that I was punished. It is not the only time, I believe, when I have wounded my friends without meaning to and without knowing it, and have borne their wrath with eqanimity from sheer ignorance that they were displeased, for which I now apologize to them. And I mention the anecdote by way of suggesting to teachers that it is well for them to tell children why they punish them, if, by good luck, they know themselves.

From this school I went at five to another school kept by a man. I went because it seemed best that I should go to a man's school, not because that I had learned all that my teacher knew. By great good fortune, a young man whom I will call Simple had come to town after graduating at the college where a friend of my father was educated. This friend had a son named Edward, who was a crony of mine at the dame school. His father had Simple to take care of, and Simple had opened a boys' school. To this school my friend and I were sent, he a few days before me. I wondered in my boyhood why my father, who was the most sensible man I ever knew—indeed the only thoroughly sensible man I ever heard of except Ben Franklin and two other men who shall not be named here now—why, I say, he sent me to Simple's school. But I found out, long since. He had tried other schools for my older brother. He knew the tomfoolery of the Lancastrian system then in vogue, and the kindred tomfoolery of the martinet systems, much in vogue since. Having found Simple, he found what he wanted—a good-natured, innocent fellow, who would neither set the bay on fire nor want to, who could and would keep us out of mischief for five or six hours a day, and would never send us home mad with rage, or injustice, or ambition. A feather-pillow sort of a man Simple was. I have been sorry to know since that his last days were not comfortable. For I owed him much, that he never nagged me nor drove me, never punished me but once, and then I was probably in the wrong, though again I do not know, "no more nor the dead," as the vernacular says, what I was punished for. Possibly I gained under his care a happy scorn and contempt for all the mechanism of schools, which I have kept until this day. Sometimes he would be "tardy" himself. I remember marshaling all the boys in their seats, and having one class out to recite, so that I might shame him when he came after dinner. But it made little difference whether he were there or no. I owe him one thing, that he or my older brother taught me "vulgar fractions" well, so that I have ever since been fond of mathematics.

I cannot now remember the time when I

could not read as well as I can now. This is saying very little, if I may judge from what the teachers of elocution tell me, who call on me every now and then, asking permission to improve my cacology. But I now read well enough to understand the simpler parts of the Bible, and such passages of the newspapers as are meant to be intelligible. And, to answer the question, "what came" of my education of the first seven or eight years, I should say that this ability to read was one thing, a thorough fondness of arithmetic was another, a decided indifference to school-rank, as something of no great consequence, was another. I had, all along, a very decided feeling that I comprehended the position as well as the master did, and that it was as fitting that he should consult me, as I him. But I do not think that this was any peculiarity of mine. It belongs to what the orthodox call the depravity of human nature, what Artemus Ward calls "absolute cussedness," and what Dr. Channing calls man's consciousness of the Divinity within him.

I was nine years old when I was transferred to a public school. And if anybody is reading this gossip for my advice, it would be simply this: If you are an American, send your boy to a public school, When I sometimes meet an American who does not seem to me to understand his own country, because he does not understand his own countrymen, I always suspect that he never had the great privilege of associating with the other boys of his own town and his time at a public school.—*Forum.*

THE STUDY OF WORDS.

INTELLIGENT reading is more than pronunciation, more than the observance of diacritical marks, vowel sounds, final consonants, accent, slurs, and the various draperies of speech. These are much, but the projection of the power in the words is more. The one is the case of third-rate actors on a country stage: the other is the business of a Garrick and an Irving, a Barrett and a Booth.

It is wonderful how attractive to bright pupils the study of words can be made; and it is not surprising that mechanical reading is dull and uninteresting. As reading is often taught, the text of a Ciceronian oration is as easily acquired as the text of some of our stateliest prose writers. It is as easily understood. Often an English sentence demands for its interpretation as skillful word-analysis as a sentence in a foreign language. The brain must be as quick, correct and versatile of thought as the hand of a telegrapher is quick, correct and versatile in transmitting a message.

Among the many reasons why pupils fail to read intelligently, two may be charged to certain teachers.

1. Some teachers do not read understandingly; and, asleep themselves, are incapable of leading the awakening minds entrusted to them. Most children receive their first instruction in reading from young, inexperienced teachers, whose imaginative powers have scarcely plumed their wings for virgin flight; whose critical ability ranges at nearly zero; and whose stock of comparisons is so small, that they are often as much at a loss to appreciate the language they read as are the children they teach. Figures, synonyms, contrasts, repetitions, and contractions, crowd one upon the other. Thought interpretation requires analysis, and analysis demands much of the analyzer.

2. Another class of teachers fails in word culture, not from lack of ability, but from indolence, shiftlessness, and lack of interest. This class may not be a large one, but it is large enough. They permit pupils to indulge in looseness of thought, vagueness of idea, and take-for-granted word meanings. These are mental habits most difficult to uproot, and all the strength, energy and patience of a faithful teacher are taxed to overcome them, even to a degree.

No arbitrary rules for word instruction can be formulated. No two successful teachers are. in their methods, wholly alike. Each in his own individuality develops his plans. Some suggestions, not wholly theoretical, may find corroboration in the minds of my fellow-teachers.

Children in the First and Second Readers read with much less hesitation and stammering, if the teacher, in his own words, has first told them the story, read the lesson slowly, and drawn from them, as the result of their own observation, a similar story. I open at random to the 58th lesson in Appleton's Second Reader, and in the second and third paragraphs I read: "The head [wheat] at first is soft and green," * * "the tall grain bends in long waves," * * "and looks like golden water." An interesting teacher can make most interesting pupils and better readers by enlarging upon the "head" of wheat, the "tall grain," the "long waves," and the "golden water."

In a chance lesson from the Third Reader of the same series, are found the words "cunning," "clever," "mischievous," "possible," "seldom," and "remarkable"—six words in as many lines. A child, after once reading them, may recognize them again and pronounce them correctly; but he is not likely to use them independently in conversation, unless special attention has been called to them, and their meaning has been made sufficiently clear. We read, not simply to pronounce words, but for the higher instruction of their use. For the larger per cent. of children, reading is the great substitute for that generous word-culture resulting from constant intercourse with educated people, whose vocabularies are large and whose speech is fluent. The school-room should be the substitute for this society. A child competent to pronounce words should, as far as possible, be rendered competent to use them. It is one of the first duties of a good teacher to see that his pupils' stock in hand is constantly recruited. In after years, his sufficient reward will be the lasting gratitude of those boys and girls by whom, because of him, such abundant harvests will be gathered from the diversified fields of literature.

A child in the Third Reader should learn to use a dictionary, not perfunctorily, simply for the *required* definitions of words, but freely, cheerfully, and gladly, because he realizes its immense value as a promoter of intelligence. It is as essential as the Reader itself. More than fifty dictionaries are constantly in use in my own school-room. Parents are careful that their children shall spell daily, and provide them with the necessary text-books. Not many parents, unsolicited, provide the dictionary. Often when it is forthcoming it is an expurgated, concentrated, consumptive, twenty-five-cent or fifty-cent edition, in which not twenty-five per cent. of the words requiring examination can be found. The best edition for the school-room, of which I have knowledge, is a new edition of Webster, costing $1.50, net price. It has nearly three times the words of the Academic edition, for about three-fourths of the price. It is believed not to be all fancy that, if a canvass of good and bad spellers were made, it would be found that good spellers, as a rule, recognize the meaning as well as the form of the word, and that bad spellers cannot define the words over which they stumble. Respect for the soul of a word prompts one to respect its visible body. A child need not become a dictionary. It is not necessary that he take a column of words and commit them and their definitions, as he would a column of words from the spelling-book. True education is a process of selection, a mastering of the practical and essential. A pupil should be conversant with the words of the Bible, and Macaulay, Shakespeare, Carlyle, Ruskin, Emerson, Longfellow, and the best prose and poetical writers of England and America. He may read but a few or none of these authors, but he should be prepared to appreciate their diction when the opportunity for reading them occurs. The task is not an impossible one. To express his wants, his feelings, and his reasoning, the average man, aside from monosyllables, uses less than five hundred words. Many men exhaust their entire vocabulary before that number has been reached. The myriad-minded Shakespeare, it has been said, aside from monosyllables, uses less than five thousand words. These words are not technical or scientific. In some cases their meanings may have changed, or the words themselves become obsolete; but, in general, the transference of them from the vocabulary of the writer to that of the reader is limited only by the incapacity or indolence of teacher and pupil—either or both.

With higher classes, there are many methods for stimulating activity in the acquirement of words and facility in the use of them. Some in my own practice are the following:

1. A selection of eight words is made, e. g., *duress, diagnosis, finance, elude, digress, infer, verbose, facile*—nouns, verbs, adjectives and adverbs. The pupil is asked to examine these words in their origin, present and obsolete meanings, direct and figurative uses, and related words, and to place one in each of eight sentences upon the blackboard. These sentences must be intelligible, of not less than eight words, correctly spelled and grammatically correct. We freely criticise our work. Some boys and girls take peculiar pride in the construction of these sentences; and in their other recitations, their essays, and their conversation, their toil is fully recompensed by increased fluency of language. Some sentences, of course, are laughable. Thus, one girl, missing the use of the word "embody," writes: "They tried to embody the town," meaning to incorporate it. Another writes, "The stock could not elude from the barn;" concluding that *elude* was intransitive because one of its definitions, *to escape*, can be used intransitively. A third, finding one meaning of *behoove* is to *become*, wrote: "The new dress of Jane Smith behooves her." These written words are the symbols of their thoughts, and index in a degree how largely pupils miss the sense of the printed page. By this exercise, during the last eight months, a class of twenty have been drilled in the spelling, defining, criticism and use of nearly twelve hundred words.

2. For variation, I sometimes write on a slip of paper, in fifty words, two or three sentences upon some familiar topic. In these sentences I place a dozen words not commonly used by pupils. These words alone are given to the class, and they are told to write short essays upon the same subject, using properly, somewhere in it, the indicated words. The other day, I wrote:

"The average boy has propensities for mischief which task all the energies of superior wills to control. He is inclined to play rather than to work, and he pines for the culture of the physical rather than the mental."

From this I gave the words *average, propensities, mischief, task* (as a verb), *energies, superior, control, is inclined, pines* (a verb), *culture, physical*, and *mental*. I told them to write two or three sentences upon the subject, "A Boy." In ten minutes I collected the papers, and the following, not one of the best, is from among a dozen:

"The average boy is inclined to mischief, and when asked to task himself with superior energies, his propensities in that direction are not under the control of his mental nature, but his physical nature pines for those amusements from which he can derive no culture."

3. A third exercise will illustrate the distinctions made by using different prefixes with the same syllable. Let the pupil be required to frame sentences in which shall appear the words *avert, advert, convert, divert, invert, obvert, pervert, revert, subvert*, or the words *diffuse, infuse, refuse, suffuse, transfuse*.

4. Another is a discussion of synonyms, as *fortress, fortification, castle, citadel, pupil, learner, student, scholar*. Every teacher has *pupils*; it is to be hoped that they are learners, perhaps they are students, and some may be scholars. Attention can be drawn to the uses of related words, as antiquarian, the noun, and antiquarian, the adjective; antiquary, noun and adjective, antiquate, antiquation, antique, antiquely, antiqueness, antiquist and antiquity.

5. A good exercise is to select a paragraph

from the Reader, mark difficult words, and require the paragraph to be written with these words omitted, and in their stead words or phrases conveying the same meaning. Here is a quotation so paraphrased. In the book it reads:

"Most men are born poor, but no man, who has average capacities and tolerable opportunities, need remain so. And the farmer's calling, though proffering no sudden leaps, no ready short cuts to opulence, is the surest of all ways from poverty and want to comfort and independence. Other men must climb; the temperate, frugal, diligent, provident farmer may grow into competence and every external accessory to happiness. Each year of his devotion to his homestead may find it more valuable, more attractive, than the last, and leave it better still."

A pupil changed it thus:

"Most men are born poor, but no man who has the *usual abilities*, and under *favorable circumstances*, need remain so. And the farmer's *vocation*, though *offering* no sudden leaps, no *prepared* short cuts to wealth, is the surest of all ways from poverty and want to comfort and *self-sustenance*. Other men must climb; the *careful*, *economical*, *industrious* and *far-seeing* farmer may grow into the *possession* of every *worldly acquisition* for happiness. Each year of his devotion to his *estate* may find it more valuable and *pleasing* than the last, and leave it better still."

It is a teacher's business to see that pupils appropriate sense as they read. Better one paragraph a week well read, than a hundred pages read carelessly.

What I have said has been wholly with reference to the training, in the school-room, of the pupil in the use of words. A teacher's influence should not end with class work. Familiar conversations should present words aptly chosen as golden apples in silver settings. Incentives to read the best authors should constantly be given by us to those committed to our care. They are the teacher's talents, his opportunities, and the great Steward will some day claim them again with usury. Get your pupils to reach out for the origin, history, poetry, music, grandeur, humility, vice and virtue of words from such books as Trench's "*Study of Words*," "*English Past and Present*," Swinton's "*Rambles Among Words*," and Matthew's "*Words, Their Use and Abuse*." Read to your school selections from them, as digressions from the monotonous routine of schedule work, and by all that is within you lead your pupils step by step from word poverty to word wealth, guiding them through the misty valley of vague ideas to those serene heights of accurate criticism, whence the glories of our mother-tongue, in not-to-be-forgotten splendor, shall be revealed to them.—*Ohio Educational Monthly*.

BE earnest, then, in thought and deed,
Nor fear approaching night;
Calm comes with evening light
And hope, and peace—thy duty heed
To-day.

TRANSPLANTING SEASON.

THE autumn season for transplanting trees will soon arrive, and all discussions as to whether fall-planting or spring-planting is best will give way to the fact that large numbers will be set out, and how best to do it will be the great question. There is always one thing in favor of fall-planting, and that is that whether it is in all cases the *best*, or not quite the best, there is so much to be done in the spring that it is a great gain to get all out of the way that can be done at all; hence, what can be set out leaves us so much more free to work in the next busy season. However, it is well to remember that there is more to be done in the way of precaution at this time of year than in any other.

It is well known that when trees of the regular planting size die in the winter season after transplanting, it is because the moisture is dried out of them by winds and frosts. The roots—more or less mutilated, as the roots of transplanted trees must be—cannot supply the waste as well as a tree not transplanted; hence, the planter's great object should be to check or guard against the waste of the tree's juices as much as possible. One of the best things is to plant as soon after *the leaves are ripe* as possible, and in this way the several roots have a little time to heal over before frosts. Then, again, something can be done in the way of trimming back the weak twigs and shoots which generally get killed anyhow, but do not die until they have played an important part in the great water-waste.

Another matter of gain is in keeping the roots as much as possible from frost. If the roots have to supply the waste of sap which goes on in the winter time, they will surely be better able to draw moisture out of unfrozen than frozen ground; and frost can be kept out considerably by mounding the earth somewhat up about the stem, and *drawing it away as soon as the cold weather is gone in the spring*. This plan also operates against the tendency of plants to become drawn out by frosts, and is often done by planters without a thought as to the double benefit. Some people put a heavy mulch over transplanted trees in order to keep out frost, and this is an excellent plan where there are no mice about, as there is danger in having the trees girdled.

Evergreens, having so large a mass of green surface, from which moisture escapes by drying winds, usually suffer much more than deciduous trees; but nature seems to

have done her best to make up for this by giving them a greater share of roots. It is perfectly wonderful to note the immense mass of roots with which a spruce or an arbor-vitæ is furnished in comparison with the number of any deciduous tree; yet with this extra advantage we all know how the winds in winter "whip" a newly-planted evergreen. This also requires that they should be more firmly staked, as an additional protection.—*Germantown Telegraph.*

IMPROVE THE SCHOOL-HOUSE.—Ex-Supt. Northrop says: "The new movement to improve and adorn our country towns and villages is spreading widely through the country. The homes of any people tell their character and condition, their thrift and foresight, or sloth and improvidence. Neglecting our homes degrades occupants, while pride in home fosters self-respect and ambition. A tasteful home thus becomes an agent of civilization. It is a worthy ambition to surround home and children with such scenes and influences as shall make the every-day life and labors brighter and happier." The condition of the school-house shows just how much interest is felt in the school. In Ulster County, while riding through a beautiful valley, the Editor asked a citizen: "What about your schools?" "Oh, we have good schools." Soon after a school-house was reached—and such a school-house! The citizen felt ashamed and said: "It does look rather bad, that's a fact—the trustees let things go pretty loose." There was hardly a barn on that road that looked more uninviting. Set it down as a fact that if people value their schools they will not let them look like stables. Teachers, rouse up the pupils; plant trees, beautify the school-house, have it painted; put glass in the windows, put up a fence, lay walks and make the surroundings attractive.

THERE should be music in every school. If possible it should be taught, but if that cannot be done, let there be plenty of singing. No company of thirty, forty, or fifty children can be brought together without there being among them many who can sing, and sing well. All they desire is the opportunity, and the teacher should see that this opportunity is given them at least once each day. Singing, besides being in itself a pleasant and entertaining exercise, is a powerful disciplinary force. Other things being equal, the school which has singing as one of its regular exercises will be better than the one that does not have it. Such a school will be better as a school, and also its pupils will be better as individuals. When there is a help so valuable and so easy to obtain, no teacher should neglect the opportunity.—*West Virginia School Journal.*

DR. HITCHCOCK, professor of physical culture at Amherst, believes that the reason why the average length of life is only forty years, is that men and women live too fast. Their heads are prematurely bankrupt; their stomachs are worn out; their hearts, kidneys, and muscles are over-worked. If the use of tobacco increases during the next as it has during the past twenty-five years, we shall not only know of sudden death from heart and brain injuries consequent upon it, but we shall see in the Anglo-Saxon race, men emasculated and sorely deficient in muscular strength. A lack of control over our bodily and mental functions is a reason why we live forty instead of seventy years.

SOMEBODY mourns because he has nothing but the three R's to teach. Poor soul! From the very depths of our hearts we pity you. Nothing to teach! The world is before you. Sun, moon, and atoms, stars and comets, a whole universe full, and nothing but the three R's left you! But after all, we suspect you have not taught those branches very much. Can you read? We should like to examine you. How we would try you all the way up from Mother Goose to Milton. Can you write? We would give you a pen, and ten minutes in which to write a thought worth remembering one second. Then arithmetic! Why, my dear ignorant soul! do you not yet know that arithmetic is the science of sciences, that even the highest calculus is only an expanded arithmetic? Go home! Leave your work to others who will honor the grandest of all studies, Reading, Writing and Arithmetic. There *are* those who understand that to know these well is to be well learned. God bless the teacher who knows the three R's! God bless the child who learns them!

WHOEVER undertakes to govern mankind, in church or state, on the theory that all human beings are unfledged angels, who need only to know the right in order to pursue it, will soon be brought to realize that he has made a mistake. This is especially true of the teacher, who is called upon to govern those in whom reason and discreti on have not yet obtained the mastery over im-

pulses and passions. As a republic is impossible unless the people are virtuous and intelligent, so a school in which some have vicious tendencies—and none have yet acquired the wisdom which comes from experience—will surely fall into disorder unless the teacher is wise to direct and strong to compel obedience to wholesome regulations.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, NOVEMBER, 1886.

E. E. HIGBEE. . . . . J. P. McCASKEY.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE CHILD vs. THE BOOK.

A WRITER in the *Christian Union* states that he once said to the late Dr. Raymond of Vassar College, "I should think it would become very wearisome, this necessity laid upon you of going over and over again the same lessons year after year; the road must prove dry and dusty beneath your feet, and the familiar scenery tiresome in its constant repetition." He answered with that peculiarly luminous smile so characteristic of the man, "That is because you are not a teacher. The interest of a student is in new truths; the interest of a teacher is in *new minds.*"

That strikes the key-note of the teacher's vocation, and draws the line of demarcation between the born teacher, who loves the profession for its own sake, and him who follows the business as a trade. They are as wide apart as the poles; and nobody is quicker to see it, and feel it, than school children who have been so fortunate as to be under the luminous and inspiring pilotage of the former, and are then so unlucky, from whatever cause, as to come under the jurisdiction of the latter. Under the former, dull pupils become interested and progressive; under the latter, bright pupils lose their enthusiasm, and dull pupils go under a cloud. To the live teacher the pupil, not the text-book, is the objective point of teaching effort, and text-books are remanded to their true position as accessories and stepping stones, in leading youthful minds enquiringly from the little known to the wide domain of the unknown that yet comes temptingly within range of their ever-expanding mental vision.

If there were nothing for the teacher but the steadfast types and paper of the printed page, more familiar than a twice-told tale, with no phosphorescent light to relieve its dead level of monotony, the text-book would become intolerable in its tread-mill reiteration and oppressiveness; but as a key to draw the spark of awakening intelligence slumbering in the brooding mind of the open-eyed young pupil gazing doubtfully up the terraced hill of science, dry and dusty text-books become, in their appropriate use, radiant from the contact of mind with scintillating mind; and threatened weariness becomes a buoyant inspiration that transmutes leaden dullness into golden thought, and brightens both the school-life and the home.

True, the human mind in its organization and faculties, as constituted by the Creator, is the same in all ages; but in the multitudinous varieties of the same original pattern, minds are as unlike as faces, with an uncatalogued and endless diversity of gifts that tempt analysis and invite training, and make the moulding influence of the enlightened and true teacher a special providence to their beneficiaries. Every new pupil is a new psychological problem for the teacher to solve, and to be rightly solved, at the peril of disaster and its dread responsibilities. And how often both a puzzle and a provocation, in the uncertainty of diagnosis and the strong desire to penetrate the veiled mystery of sentient life that not unseldom passes in perplexing or undemonstrative reticence before him—slow of development perhaps, by constitution and temperament; receptive perhaps, but giving no sign *in presenti* of what that silent receptivity may ultimately mean, like seed sown in the submerged rice-fields of the South, until, in after years, in the maturity of manhood's prime and woman's glory, "in the world's broad field of battle," the ripened harvest proves the teacher's plastic influence, when that influence was of priceless value in its spiritualized and well-directed power.

The mercurial and demonstrative may be less enigmatical in analysis, and less impressionable in training, but whether quick and clear, stable or eccentric, sluggish in action or obtuse in perception, it is with ever-diversified mind that the teacher has to do, and its responsive action will yield him a perennially-satisfying and rich reward.

LOW-GRADE CERTIFICATES.

We never had so many teachers as now. The directors have plenty to select from this year, but in a few places they have not chosen the best applicants. With plenty of good teachers to fill all the schools in our county, and some to spare, why take third-grade certificates in preference to first-grade?—*Report.*

THIS is an astonishing revelation! Sure enough, *Why?* But under the facts stated, rthe directos are not primarily the parties to whom the question should be addressed. The root of the evil lies back of them, and the law fastens the responsibility, in the first instance, upon the officer commissioned for the express purpose of preventing just such irregularities, and that commission backed by the obligation of a solemn official oath to perform the duties of the office with fidelity. "With plenty of good teachers to fill all the schools, and some to spare," the real and only question is, Why does the County Superintendent permit any third grade certificates to be in existence in his county? Why, under such circumstances, does he put it in the power of directors to employ third-grade teachers? Why did he grant certificates of that inferior grade, unless through a misapprehension as to the probable supply of competent teachers? Having completed his examinations and discovered his mistake, why did he not at once, in justice to the schools, and of his own motion, without prompting from any quarter, call into exercise the plenary powers of his high office, and annul every third-grade certificate in the county, and clear them out of the way? These are interrogatories that go straight to the core of the subject, and challenge the attention of every one interested in the welfare and progress of our common schools.

What business has a third-grade, or "middling" teacher in the public schools, anyhow? None whatever, unless higher grade teachers cannot be had; and, if they can be had, then third-grade teachers should, obviously, be retired from the field without hesitation or delay. They and their friends, whether in the school board or out of it, would have no reason to complain—and if they did, it should make no difference—nor could they reasonably expect anything else. The teacher is for the school, not the school for the teacher; and under the law establishing the schools, applicants have no right to teach unless they can do a teacher's work. It does not follow that because they have heretofore been tolerated in the schools as necessary evils, because there was then no help for it, that therefore they are to be tolerated now, to the exclusion of those who are both able and willing intelligently and skillfully to *educate* the children that may be entrusted to their charge. It is the keenest injustice to higher grade teachers who have studied hard to qualify themselves, and are awaiting employment, but are thrust aside by the illiterate and incapable; and an educational wrong upon the unfortunate children who are subjected, for even a single term, to their purblind and discouraging influence. It needs no argument to prove that there should be some means of protection and rescue. The existing means are specific, and ample for the purpose, and were created with that express end in view. Why should not the law be vitalized and vindicated? If, after the lapse of thirty-four years, our school system cannot stand the strain of the judicial performance of a plain public duty in vindication of unmistakable public interests, when will it be strong enough? and when in the future shall the ideal of an efficiently-administered school system be fully realized?

We have emphasized the local testimony above quoted, and that came unsought upon our notice, because it flashes light upon the character and value of underlying principles embodied in our school laws, that, if carried out in practice, would sweep doubts away, and silence cavil, by removing all cause for complaint, all grounds for public and parental dissatisfaction. But complaint and dissatisfaction will, and ought to, continue, until there ceases to be just cause for it.

STATE READING CIRCLE.

WE give below the courses of study of the Pennsylvania Reading-Circle, as adopted by the Committee one year ago. The action of the State Teachers' Association at Allentown does not in any way affect the work of the Committee, and teachers desiring to join the Circle can still do so with profit to themselves and benefit to their schools.

As no election has been held within the past few months, it is taken for granted that the Committee elected a year ago will hold over, and will give all needed information. We know that Supt. R. K. Buehrle, of Lancaster, has been written to and has replied as usual. Personally he recommends as the text-book on Physiology "Martin's Human Body," published by Holt & Company, New York; and in history Prescott's "Ferdinand and Isabella" or McMaster's "History of the American People."

The Elementary Course for the first year is as follows: School Management—Raub; Methods of Teaching—Wickersham, Brooks or Raub; Physiology—any good book; Outline Study of Man—Hopkins; Optional—Pestalozzi's "Leonard and Gertrude."

The Advanced Course for the first year: 1. Methods of Teaching—Wickersham, Brooks or Raub. 2. Lectures in the Science and Art of Education—Payne. 3. History of Educational Theories—Browning. 4. History—No author selected. Optional—Carpenter's Mental Physiology.

AT HOME AND ABROAD.

ARBOR DAY is universally approved. Newspapers and individual citizens of intelligence alike commend it; and should the weather be favorable,

THURSDAY, OCTOBER 28TH,

will be widely observed. Elsewhere in the present issue of *The Journal* will be found some excellent practical suggestions as to the collecting, caring for, and planting of seeds of trees, and the cultivation of the young seedlings. These are from the pen of a gentleman widely known as a successful tree-culturist. We have not seen anything of its kind that is of greater practical value, and if those who can do so will act upon the hints here given, hundreds of thousands of young trees will in a few years be growing where now the hillsides are bare and waste lands in the valleys and along the shrunken water-courses lie untilled, dry and forbidding under the summer sun.

In the last annual report of Hon. George W. Ross, Minister of Education for the Province of Ontario, we find the following very suggestive circular, bringing into view the significance of such a holiday for our schools, by which not only tree-planting is emphasized, but much that pertains to landscape gardening in connection with school grounds.

EDUCATION DEPARTMENT,
TORONTO, April 16, 1885.

To the School Inspector:

SIR: From reports made to me from time to time, as well as from personal observation, it appears that in the majority of cases very little attention is paid to the improvement of school grounds and premises. Notably there appears to be an almost utter absence of shade and ornamental trees, very few walks and flower-beds, and only here and there a well-kept lawn or shrubbery. I need not point out that the effect of such a state of things is necessarily injurious, not only from a sanitary point of view, but educationally. From a sanitary point of view it is well known that shrubbery absorbs the poisonous gases and effluvia too often prevalent around school houses. Educationally, it needs no argument to show that the more attractive you make the school house and its surroundings, the more interest will you arouse in both parents and pupils.

Order, neatness, cleanliness, and system, should form part of every child's education, both inside and outside of the school room. The education of the school yard is in many respects quite as important as the education of the school room. Refinement can be cultivated in the arrangement of the school grounds just as well as through books and problems.

In order thus to furnish an occasion for making a special effort for improving the school premises, and planting suitable shade and ornamental trees and shrubbery, I hereby proclaim Friday, the 8th day of May, a holiday in every rural and village school, to be known as Arbor Day. The programme for the day should be some-what as follows:

1. Arrangements should be made during the forenoon for levelling the school grounds properly, laying out walks to the rear and front, and making such walks passable by means of gravel or plank.

2. Where the soil is suitable, a few flower-beds might be laid out, or a part of the ground sodded, or seeded down with lawn-grass seed.

3. In the afternoon the trees selected for ornament or shade should be carefully planted in the presence of the pupils. Soft and hard maples, elms, basswoods, walnuts, butternuts, birches, chestnuts, or other deciduous trees, are preferable for purposes of shade. Spaces might be left for the evergreens, which should not be planted before the first week in June.

4. On the following Friday afternoon the teacher might spend an hour with his pupils discussing Canadian forestry and the different species of trees and shrubs to be found in Ontario, their uses, commercial value, characteristics, etc. Many excellent literary allusions might also be made in connection with this lesson. After the grounds are laid out, and the trees planted, the teacher should see that some care is exercised in preserving them from injury. If the pupils are made partners in the improvements, and their co-operation secured in every part of the work of the day, there need be little fear they will wantonly destroy that which their own labor created.

Will you kindly communicate with trustees and teachers, and urge upon them the propriety of carrying out as far as possible the views of the Department? I shall be glad also to have a report from you as to the number of trees planted, and the general result of local efforts on this, our first Arbor Day. Yours truly,

GEORGE W. ROSS,
Minister of Education.

Elsewhere in his report, he says:

"By a circular issued on the 16th day of April, 1885, I suggested to the trustees in the

rural districts to set apart the second Friday in May for the purpose of planting trees, and beautifying and improving the school grounds. I am glad to say that the response to my suggestion was very cordial and all but unanimous. The Inspectors report that in addition to the planting of trees, many school yards were sodded, fences repaired, walks laid, and flower-beds arranged, thus adding to the beauty and attractiveness of the school yard. Provision is now made in the new regulations for an annual Arbor Day in the Province. In a very few years I trust that the grounds surrounding every school house will be planted with suitable shade trees and otherwise made attractive to the pupils. The following list shows the number of trees, etc., planted on Arbor Day, 1885." The counties are then named in order, with the number of trees, etc., reported from each, making a total of 30,648 trees and 253 flower beds.

SIX MONTHS' TERM.

LEGISLATION NEEDED FOR INCREASE OF THE MINIMUM SCHOOL TERM.

THIS important measure cannot be urged with too great earnestness upon the attention of the Legislature at its approaching session. The school men of the State, as individuals and in their collective capacity at District and County Institutes, and at their State conventions, voicing the sentiment of the more progressive districts everywhere, have asked year after year that the minimum school term be thus increased.

The average term has been steadily increasing, by modest fractions, until it is already quite beyond the six months' limit demanded. The rear line must come up into closer supporting distance of the advance columns to do such effective work as the time requires. In order that a more general expression of opinion might be assured before the Legislature upon the six months' term, a committee upon organized effort was appointed at the late meeting of the State Teachers' Association. This committee is actively at work, and if their efforts be seconded as they should be, and as we believe they will be, by Superintendents and Teachers individually and at the annual institutes, there will be such an expression of opinion upon the subject as has never before gone up to Harrisburg, and such as must be influential in securing from the Legislature the minimum term desired.

It has thus far been "a long pull," and sometimes "a strong pull;" what is needed now is the "pull all together." And this is what the Committee have arranged for, as will be seen from the following

CIRCULAR OF INFORMATION.

To County and City Superintendents, Teachers and Friends of Education: The undersigned, appointed at the last meeting of the Pennsylvania State Teachers' Association, to secure petitions to the next Legislature, from all parts of the State, asking for a law making the length of the minimum annual school term six months, do most respectfully, yet most earnestly, call your attention to this important matter, and request your hearty co-operation as well as prompt and continued assistance in securing signers to the accompanying petitions.

1. Superintendents, with the aid of teachers or others willing to work, are requested to have petitions circulated at the County Institute, and are urged to see that all teachers, male or female, directors, patrons of schools, and other citizens present, sign them.

2. In securing signers, at the Institute or elsewhere, those having the matter in charge will please fill in the name of the county, and see that each person signs two petitions, one for each house of the Legislature; also, that names are written only on one side of the paper, and that additional paper is pasted to the petitions to secure as long lists of names as possible.

3. Superintendents, at the meeting of the County Institute, are urgently requested to appoint a committee or committees of teachers or others, with instructions to confer, in person or writing, with the members of the Legislature from their respective counties or districts, and to continue to urge upon them the importance of the measure, from time to time, until it is finally disposed of by the Legislature.

4. Superintendents will also please see that the blank petitions sent them are placed in the hands of persons in the different parts of the county who will circulate them among the people, and by personal attention secure all the signers possible.

5. If desired, the words *teacher*, *director*, *patron* or *citizen*, as the case may be, may be written opposite the names of signers, or if preferred, entire lists of any one, or of all these classes, may be made, and the proper word written at the top of the list.

6. Those having the petitions in charge will please see that they are completed and sent to the superintendent of their respective districts before January 15, 1887.

7. One of these circulars is intended to accompany each petition, for use of those having it in charge.

8. Superintendents are kindly asked to do all they can to help on the work, and when the petitions have been completed, they will please forward them, at their earliest convenience, to the members of the Legislature from their respective counties, exercising a care that a copy of the same petition reaches both Houses.

9. Additional information can be obtained by addressing the undersigned.

Committee { L. O. FOOSE, *Harrisburg*,
ELIPH'T ORAM LYTE, *Millersville*,
J. P. ANDREWS, *Pittsburgh*.

HARRISBURG, *Oct.* 1, 1886.

NOTES FOR HISTORY CLASS.—VI.

BY letters patent, dated April 10, 1606, King James I. granted to certain of his "loving and dutiful subjects" permission to plant two colonies in Virginia or America, at points which they might select between the 34th and 45th degrees of latitude. The First Colony, known also as the London Company, consisted of Sir Thomas Gates, Sir George Somers, Richard Hakluyt, Edward Maria Wingfield, and "others," and to it was assigned the territory lying between the 34th and 41st degree of latitude; that is, from Cape Fear to the latitude of New York. The Second Colony, or the Plymouth Company, consisted of Thomas Hanham, Raleigh Gilbert, William Parker, George Popham, and "others of the town of Plymouth and elsewhere," and its territory extended from the 38th to the 45th degree of latitude, or from the mouth of the Potomac to the Bay of Fundy.

A singular mistake regarding the terms of this grant is found in our school histories, which is, perhaps not altogether inexcusable, since it has the support of the weighty name of Bancroft, and more recently of the generally accurate Bryant, who possibly in this instance followed Bancroft, without consulting the original document. King James is represented as having granted away to these two companies the *whole* territory between the above-mentioned parallels of latitude—an imperial domain, eleven degrees in breadth and extending from sea to sea. A difficulty is encountered in the fact that the grants overlap each other three degrees, the strip of territory between the 38th and the 41st degree having been given to both companies, and both Bancroft and Bryant have attempted to show, although hardly to the satisfaction of their readers, how by means of a proviso that neither company should fix its settlement within a hundred miles of the other, a conflict of jurisdiction was to be avoided.

Except as a question of historical accuracy, this error is, perhaps, not a matter of very great consequence. Eventually the territories of the two companies were even more extensive than here represented; but the change was made by subsequent patents. The original grant, under which the settlements at Jamestown and at the mouth of the Sagadahock river were made, was really of very limited domains.

The conditions of this grant will be found given by Hildreth correctly. The original charter is published in the appendix of Stith's Virginia, and is also given among the Hazard Documents. Its terms are so plain that it is astonishing that there should ever have arisen any misunderstanding of them. Without citing the exact words, the substance of the first section which follows the preamble is this: To the London Company, consisting of the persons named above, was given the privilege of locating its colony at any point it might select on the coast between the 34th and 41st parallels of latitude. Having fixed upon a site for its colony, it was to have "all the lands, woods," etc., for a distance of fifty English statute miles along the coast "west or southwest as the coast lyeth," and for the same distance towards the "east and northeast, or towards the north, as the coast lyeth," together with all islands over against the sea-coast, and its domains were to extend directly into the mainland for a space of one hundred like English miles. That is, the company was granted a domain one hundred miles square, or having an area of ten thousand square miles, exclusive of the islands, the exact site of which domain was to be determined by the company's selection anywhere within the wide limits of seven degrees of latitude, but which, once fixed upon, constituted its sole jurisdiction. The terms of the grant to the Plymouth Company were the same, with the exception that the region within which it was to make its selection was embraced between the 38th and 45th parallels. Neither company was to settle within a hundred miles of the other, so that their colonies might join boundaries, but could not overlap.

Three years later the London Company was re-organized and became a corporation, with the title of "The Treasurer and Company of Adventurers and Planters of the City of London, for the First Colony of Virginia," and its affairs were henceforth to be managed by a council, of which the first members were named in the patent.

By the terms of this patent, dated May 23, 1609, the territories of the company were immensely enlarged. As now defined they stretched from a point two hundred miles south of Old Point Comfort to a point two hundred miles north of the same place, and across the continent from sea to sea. A third charter, granted in March, 1611–12, made further changes in the organization of the company, and fixed as the limits of the colony the 30th parallel of latitude on the south, and the 41st on the north. Its jurisdiction seaward was also extended to 300 leagues, so as to include the Bermuda islands.

In 1625 this charter was declared forfeited, and the affairs of the colony then

passed under direct control of the crown. In 1620 the grant of the Plymouth Company, under which no settlement had been effected, was enlarged so as to correspond with the enlarged jurisdiction of the Virginia colony. Its limits were fixed by this second patent to extend from the 40th to the 48th parallel, and across the continent from sea to sea, excluding from the grant, however, all territory then actually occupied by any Christian power, and the country thus defined was officially named New England. It was from the Plymouth Company, thus re-organized, that the New England Pilgrims obtained their charter *after* their settlement had been begun.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, NOVEMBER, 1886.

THE following are the State Trustees of Normal Schools holding office under appointment of the Superintendent of Public Instruction:

West Chester.—Messrs. Thos. S. Butler and John J. Pinkerton, both of West Chester, Pa.

Millersville.—Hon. J. B. Livingston and Charles Denues, Esq., both of Lancaster, Pa.

Kutztown.—Rev. A. J. G. Dubbs, D. D., Allentown, Pa., and Richard H. Koch, Esq., Pottsville, Pa.

Mansfield.—Hon. J. B. Niles, Wellsboro, Pa., and V. R. Pratt, Esq., Mansfield, Pa.

Bloomsburg.—Samuel Knorr, Esq., and Dr. H. W. McReynolds, both of Bloomsburg, Pa.

Shippensburg.—Messrs. J. McCord Means and M. G. Hale, both of Shippensburg, Pa.

Lock Haven.—Messrs. L. A. Mackey and Dr. R. B. Watson, both of Lock Haven, Pa.

California.—Dr. J. A. Letherman, California, Pa., and T. J. Teal, Esq., Rice's Landing, Pa.

Indiana.—Rev. A. C. Ehrenfeld and S. M. Jack, Esq., both of Indiana, Pa.

Edinboro.—Messrs. I. N. Taylor and Asa Wellman, both of Edinboro, Pa.

COUNTY INSTITUTES.

THE Annual Session of Teachers' Institutes will be held in the different counties of the State at the times and places here named:

Lackawanna	Scranton	November 1.
Chester	West Chester	November 8.
Dauphin	Harrisburg	November 8.
Delaware	Media	November 8.
Lancaster	Lancaster	November 8.
Lebanon	Lebanon	November 15.
Lehigh	Allentown	November 15.
Mifflin	Lewistown	November 15.
Huntingdon	Huntingdon	November 22.
Northampton	Easton	November 22.
Adams	Gettysburg	November 29.
Cumberland	Carlisle	November 29.
Franklin	Chambersburg	November 29.
Lawrence	New Castle	November 29.
Northumberland	Sunbury	November 29.
Washington	Washington	November 29.
Bedford	Bedford	December 6.
Carbon	Mauch Chunk	December 6.
Snyder	Middleburg	December 6.
Juniata	Mifflintown	December 13.
Bradford	Towanda	December 20.
Clinton	Lock Haven	December 20.
Columbia	Bloomsburg	December 20.
Luzerne	Wilkes-Barre	December 20.
Mercer	Mercer	December 20.
Perry	New Bloomfield	December 20.
Schuylkill	Shenandoah	December 20.
Union	Mifflinburg	December 20.
Westmoreland	Greensburg	December 20.
Armstrong	Kittanning	December 27.
Beaver	Beaver	December 27.
Blair	Hollidaysburg	December 27.
Butler	Butler	December 27.
Centre	Bellefonte	December 27.
Clarion	Clarion	December 27.
Clearfield	Clearfield	December 27.
Fayette	Uniontown	December 27.
Fulton	McConnellsburg	December 27.
Indiana	Indiana	December 27.
Jefferson	Brookville	December 27.
Lycoming	Williamsport	December 27.
Pike	Milford	December 27.
Somerset	Somerset	December 27.
Venango	Franklin	December 27.
Wayne	Honesdale	December 27.
Wyoming	Tunkhannock	December 27.
York	York	December 27.
Monroe	Stroudsburg	Jan. 3, 1887.
Sullivan	Laporte	Jan. 3, 1887.

PERMANENT CERTIFICATES GRANTED.

No.	Name.	Post Office.	County.	Date.
				1885.
3975	Abrilla J. Fisher	Lincolnville	Crawford	Oct. 17
3976	Jennie B. Martin	Wagontown	Chester	" 24
3977	Jessie M. Howie	Athens	Bradford	Dec. 11
3978	Emma Frazier	Washington	Washington	" 11
3979	J. A. White	Muff	Armstrong	" 30
				1886.
3980	Clara M. Raymond	Greenfield	Erie	Feb. 13
3981	Mary E. True	Waterford	"	" 13
3982	C. S. McKnight	Belle Valley	"	" 13
3983	Chas. S. Southwick	Moorheadville	"	" 13
3984	R. H. Bowersox	Dover	York	" 13
3985	Celia Deerkin	Girardville	Schuylkill	Mch 20
3986	Sallie McDonnell	Pottsville	"	" 20
3987	Mary S. Moister	Shenandoah	"	" 20
3988	Annie M. Young	"	"	" 20
3989	Ada B. Clouser	NewBloomfield	Perry	Apr. 29
3990	Mary D. Junkin	"	"	" 29
3991	John G. Baker	Eschol	"	" 29
3992	J. W. Hunter	Millerstown	"	" 29
3993	H. L. Tressler	Juniata	"	" 29
3994	W. A. Minninger	Donnally's Mills	"	" 29
3995	Peter Conlan	Wilkes Barre	Luzerne	" 29
3996	Maggie Brady	"	"	" 29
3997	Elizabeth Ritter	"	"	" 29
3998	Mary E. Lawrence		Lancaster	" 29
3999	Alice C. Platt	Williamsport	Lycoming	May 10
4000	Ella A. Quay	"	"	" 10
4001	Emma J. Dimm	Muncy	"	" 10
4002	H. E. Harman	Montoursville	"	" 10
4003	Harry L. Berger	Muncy	"	" 10
4004	O. S. Kaupp	Tivoli	"	" 10
4005	John C. Young	Salladasburg	"	" 10
4006	R. E. Kift	Williamsburg	"	" 10
4007	F. W. Robbins	Montoursville	"	" 10
4008	Belle S. Crookston	Irwin	Westmore'd	" 12
4009	R. J. Wilson	Livermore	"	" 12

No.	Name.	Post Office.	County.	Date.
4010	C. C. Brant	Ligonier	Westmore'd	May 12
4011	F. A. Foreman	Centre Hall	Centre	" 12
4012	H. G. Mease	Bellefonte	"	" 12
4013	T. M. Barnhart	"	"	" 12
4014	J. B. Strohn	Center Hall	"	" 12
4015	M. M. Cross	Philipsburg	"	" 12
4016	Rebecca Isenberg	"	"	" 12
4017	Sallie R. Slater	Chester	Delaware	" 13
4018	John R. Fertig	Belleview	Lebanon	" 13
4019	Geo. W. Fasnacht	"	"	" 13
4020	Grace Eppley	Greason	Cumberl'd	" 19
4021	D. G. Bowman	Allen	"	" 19
4022	J. H. Nickey	"	"	" 19
4023	E. W. Rupp	Good Hope	"	" 19
4024	John Warren	Darlington	Beaver	" 26
4025	Louisa Hettingen	Pittsburgh	Allegheny	" 26
4026	Ida E. Robinson	"	"	" 26
4027	Mary Anderson	"	"	" 26
4028	A. A. Acheson	"	"	" 26
4029	Frances L. Holt	"	"	" 26
4030	Josephine Schmolze	"	"	" 26
4031	Belle Gallagher	"	"	" 26
4032	Agnes Hector	"	"	" 26
4033	Laura Grim	"	"	" 26
4034	Minnie Brettelle	"	"	" 26
4035	Ada Steel	"	"	" 26
4036	Emma Sheffler	"	"	" 26
4037	Jennie Carothers	"	"	" 26
4038	Mildred McElwaine	"	"	" 26
4039	Laura E. Ogden	"	"	" 26
4040	J. Ella Barton	"	"	" 26
4041	Lila A. J. Mitchell	"	"	" 26
4042	Rose A. Neely	"	"	" 26
4043	M. W. Petticord	"	"	" 26
4044	Gertie Law	"	"	" 26
4045	S. Belle Eades	"	"	" 26
4046	Jennie S. Canon	"	"	" 26
4047	Edith McComb	"	"	" 26
4048	Ella Connelly	"	"	" 26
4049	Emma L. Alles	"	"	" 26
4050	Mary E. Rogers	"	"	" 26
4051	Annie R. Mitchell	"	"	" 26
4052	Mary J. Martin	"	"	" 26
4053	Virginia Sellers	"	"	" 26
4054	Clara Sellers	"	"	" 26
4055	Maggie B. Reese	"	"	" 26
4056	Hettie M. Hoyer	"	"	" 26
4057	Ella E. Bird	"	"	" 26
4058	Tillie Campbell	"	"	" 26
4059	Ena M. Tucker	"	"	" 26
4060	Mary A. Barclay	"	"	" 26
4061	Bertha Reisfar	"	"	" 26
4062	Alice Pitts	"	"	" 26
4063	George W. Rhone	Orrstown	Franklin	" 27
4064	L. F. Benchoff	Waynesboro	"	" 27
4065	Ida B. Jarrett	Chambersburg	"	" 27
4066	Kate E. Eyster	"	"	" 27
4067	Maggie Barry	"	"	" 27
4068	Lizzie Wicke	"	"	" 27
4069	Lizzie C. Shearer	"	"	" 27
4070	Jessie Connell	Scranton	Lack'wanna	" 27
4071	Lizzie A. Evans	"	"	" 27
4072	Helen Potter	"	"	" 27
4073	Sarah G. Williams	"	"	" 27
4074	Kate A. McDonald	Dunmore	"	" 27
4075	Annie T. Monaghan	Phoenixville	Chester	" 28
4076	Sarah J. Moncrief	"	"	" 28
4077	Mary Butler	Loag	"	" 28
4078	Eva L. Woodward	Kelton	"	" 28
4079	Frank W. Light	Fontana	Lebanon	June 1
4080	Lena S. Shields	New Wilmington	Lawrence	" 1
4081	Mary T. McConnell	New Castle	"	" 1
4082	Elizabeth R. Walton	Scranton	Lack'wanna	" 1
4083	Mina A. Shaw	Donaldson	Schuylkill	" 1
4084	Maggie Hegarty	Tamaqua	"	" 1
4085	John Coyne	Tremont	"	" 1
4086	M. J. Fleming	Donaldson	"	" 1
4087	Hattie McDowell	Conneautville	Crawford	" 3
4088	Anna Redmond	"	"	" 3
4089	C. J. Miller	Spartansburg	"	" 3
4090	W. H. Spencer	Lansford	Carbon	" 5
4091	Henry H. Weber	Warren	Warren	" 5
4092	Lor. D. Patterson	Tideoute	"	" 5
4093	Geo. H. Strickland	Warren	"	" 5
4094	Homer M. Putnam	Russell	"	" 5
4095	Harriet J. Thrope	Sugar Grove	"	" 5
4096	Belle Wright	"	"	" 5
4097	Martha E. Wright	"	"	" 5
4098	Mary O. King	Warren	"	" 5
4099	Clara B. Marsh	Russell	"	" 5
4100	Mary L. Pier	Garland	"	" 5
4101	Jas. F. Gallagher	Lost Creek	Schuylkill	" 5
4102	Edith M. Hemphill	W. Bridgewater	Beaver	June 18
4103	Kate C. Nannah	Rochester	"	" 18
4104	Chester A. Moore	Black Hawk	"	" 18
4105	Joseph M. Piersol	Smith's Ferry	"	" 18
4106	Annie E. Krigscher	Milnesville	Luzerne	" 19
4107	Bridget A. Fallon	"	"	" 19
4108	Mary A. O'Donnell	Hazelton	"	" 19
4109	Sadie Callender	Cambra	"	" 19
4110	J. J. Burke	Hazelton	"	" 19
4111	Maggie S. Brook	West Chester	Chester	" 21
4112	Ella W. Williams	Berwyn	"	" 21
4113	Rosa E. McGuigan	Parkesburg	"	" 21
4114	Alice McCanna	"	"	" 21
4115	John A. Myers	McVeytown	Mifflin	" 29
4116	John S. Swigart	Strode's Mills	"	" 29
4117	James A. Dorman	Yeagertown	"	" 29
4118	John S. Barnhart	Ryerson's Stat.	Greene	" 29
4119	Carrie R. Gaston	Heney Brook	Chester	" 29
4120	W. S. Smith	Sunville	Venango	" 29
4121	J. F. Record	Cooperstown	"	" 29
4122	Hattie H. Turner	South Oil City	"	" 29
4123	James W. Elliott	Orbisonia	Huntingdon	" 29
4124	Mattie B. Jolley	W. Middletown	Washington	" 29
4125	A. P. Dennis	Florence	"	" 29
4126	Jennie M. Lynn	Allegheny City	Allegheny	" 29
4127	Mary C. Marshall	Wilkinsburg	"	" 29
4128	Lida V. Hahn	Shousetown	"	" 29
4129	Sadie Huffman	McKeesport	"	" 29
4130	Christina Lang	Fetterman	"	" 29
4131	Priscilla Young	Pittsburgh	"	" 29
4132	Dillie A. Speer	Chartiers	"	" 29
4133	Lulu A. Butler	. . . . .	Washington	July 2
4134	Thomas Mathews	Franklin	Venango	" 2
4135	Maggie C. Farquhar	Easton	Northamp'n	" 3
4136	Annie L. Kitchen	"	"	" 3
4137	Julia C. Riddle	"	"	" 3
4138	Laura Hildebrand	"	"	" 3
4139	Myrta A. Raub	Bangor	"	" 3
4140	J. M. Frankenfield	Butztown	"	" 3
4141	Jeremiah F. Hahn	Flicksville	"	" 3
4142	J. H. H. Hendricks	. . . . .	"	" 3
4143	D. C. Kingsley	Kane City	Venango	" 12
4144	Samuel J. Myers	Miller	Northamp'n	" 20
4145	J. W. Bartholomew	Pen Argyl	"	" 20
4146	Florence Bowes	Easton	"	" 20
4147	E. M. Allen	Bangor	"	" 20
4148	L. P. Kostenbader	Moorestown	"	" 20
4149	J. Fred. Bachman	Danielsville	"	" 20
4150	Mary J. Duff	Denny	Butler	Aug. 13
4151	C. C. Bippus	North Oakland	"	" 13
4152	H. H. Elliott	Karns City	"	" 13
4153	John A. Elsenrath	Saxonburg	"	" 13
4154	S. E. Graham	North Hope	"	" 13
4155	W. P. Jameson	Baldwin	"	" 13
4156	Jennie Long	Meadville	Crawford	" 16
4157	Bertha Weber	"	"	" 16
4158	Etta Dunn	"	"	" 16
4159	Lyda O. Pickett	"	"	" 16
4160	Lizzie Hastings	Brookville	Jefferson	" 25
4161	Isabella Keys	Brockwayville	"	" 25
4162	W. L. Greene	Big Run	"	" 25
4163	J. L. Duff	. . . . .	"	" 25
4164	Wm. Shields	Stanton	"	" 25
4165	S. G. Goughenour	Garrett	Somerset	" 26
4166	C. F. Livergood	Somerset	"	" 26
4167	Kate Walker	Blairsville	Indiana	" 31
4168	Sarah Patch	"	"	" 31
4169	Kate McCormick	"	"	" 31
4170	S. R. Earhart	Clarksburg	"	" 31
4171	John E. McLain	Plumville	"	" 31
4172	Dennis C. Eichnor	Myersdale	Somerset	Sept. 7
4173	Euphemia Haxton	Meadville	Crawford	" 7
4174	Maria L. Keplér	"	"	" 7
4175	Susanna Kepler	"	"	" 7
4176	Georgia M. Wilson	"	"	" 7
4177	Julia O. Brown	Milton	Northumb'd	" 11
4178	Jane Gillespie	Excelsior	"	" 11
4179	Sarah Brenman	Shamokin	"	" 11
4180	Annie E. Buckley	Excelsior	"	" 11
4181	Clarence F. Huth	Shamokin	"	" 11
4182	Willis W. Miller	Newville	Cumberland	" 11
4183	W. P. Hutchison	Allen	"	" 11
4184	H. A. Mishler	Mechanicsburg	"	" 11
4185	J. H. Keener	Steelton	Dauphin	" 18
4186	Joseph L. Kaufman	"	"	" 18
4187	Ruben F. Feel	Easton	Northamp'n	" 18
4188	Milie F. Rose	. . . . .	Butler	" 18
4189	R. P. McClelian	Gibbons Glade	Fayette	" 25
4190	John K. Rush	Farmington	"	" 25
4191	J. S. Carroll	"	"	" 25
4192	B. C. Shaw	. . . . .	"	" 25
4193	A. L. W. Fike	Farmington	"	Oct. 2

LITERARY DEPARTMENT.

THE WHITE HERON, AND OTHER STORIES. *By Sarah Orne Jewett. 18mo. Pp. 254. Boston: Houghton, Mifflin & Co. Price, $1.25.*

POVERTY GRASS. *By Lillie Chase Wyman. 12mo. Pp. 320. The same. Price, $1.25.*

Two charming volumes of short stories that will be welcomed by all lovers of pure literature, and which promise to be among the most popular works of fiction during the season which has just opened. Either of them would make an eminently appropriate Christmas gift. Miss Jewett's little volume particularly seems as if specially designed for such a purpose. Its dainty binding, in design and harmony of colors, is a work of art in itself, and seems in a delicate way to intimate the quiet beauty and restful grace that characterize the contents, and are the peculiar distinction of nearly all that Miss Jewett writes. The book takes its title from the first of the nine exquisite short stories which it contains, every one of which is as interesting, morally invigorating, and artistically perfect, as we are accustomed to find in this conscientious author's work. They are worth studying for literary grace and purity of style, if for nothing else.

Poverty Grass is just as wholesome a book, more vigorous in thought and style, if less delicately graceful, often strikingly realistic in its pictures "of people of different races who have been more or less subject to hard conditions," the Yankee, English, Irish, and French, but all located in New England. The author is in deep sympathy with the struggles for a higher condition of the lower classes, and has evidently made herself intimately acquainted with their needs, and with their thoughts and feelings. The book contains eight stories and sketches, most of them, like Miss Jewett's, reprinted from *The Atlantic Monthly*, and all worth reading and re-reading.

POETS' HOMES. *Pen and Pencil Sketches of American Poets and their Homes. By R. H. Stoddard, Arthur Gilman, and others. 2 vols., 12mo., illustrated, pp. 286, 232. Chicago and Boston: The Interstate Publishing Co.*

At the time when these sketches were first printed in *Wide Awake*, some nine or ten years ago, they attained an exceptionally wide popularity, especially among young people. This was only increased by their publication in book form soon afterwards, a popularity limited only by the rather high price of the volumes. Their republication from the same plates now, therefore, by the Interstate Publishing Co., and at a greatly reduced cost, will be welcomed by thousands of young and older readers. For the volumes are of a style and character that is enjoyed by nearly every one. Nothing so engages the interest as to be told where and how famous people live and work. This is done in these books by writers like Stoddard, Gilman, Stedman, and others, who are personally familiar with the persons and places they describe. Much that is entertaining is therefore told us of a biographical and historical character; also, of the twenty seven prominent American poets whose haunts and homes are treated. These not only number among them the "great poets" of our country, but also such lesser lights as Mrs. Whitney, J. T. Trowbridge, Mr. and Mrs. Piatt, Edgar Fawcett, Mrs. Spofford, Miss Prescott, Mrs. Thaxter, Mrs. Phelps, Nora Perry, Joaquin Miller, Whitman, Paul Hayne. J. Boyle O'Reilly, and others. It is needless to say that their treatment is in good taste throughout, and that their literary style is generally excellent. The numerous illustrations are fairly good, except the portraits, most of which are miserable. The volumes deserve a place in every school library. They will do much to interest the young folks in the study of the works of the writers who are described. And we believe they will be oftener called for than most other books in the library. The paper and typography are good, and the binding tastefully attractive.

GEORGE ELIOT. *Suggestions for Clubs and Private Reading. By Celia P. Woolley. 18mo. Chicago: Chas. H. Kerr & Co. Price 10, cents.*

GRAY'S ELEGY, *with Literary and Grammatical Explanations and Comments. Suggestions as to how it should be taught. By R. Heber Holbrook. 8vo. pp. 46. Lebanon, Ohio: C. K. Hamilton & Co. Price 50, cents.*

Hints and helps for the thorough and systematic study of literature are multiplying, and they are welcome. Two good specimens are those before us. The first is No. 6 of a series of very brief and neat little pamphlets designed to be helpful to teachers and students. It gives a kind of a scheme or programme for the study of George Eliot's prose and poetical works, under the three divisions of Personal, Intellectual Life, and Authorship. The more than two pages of titles of works of reference and magazine articles bearing on George Eliot will be found valuable. Any one following the scheme laid down will at the end find himself very fully and intimately acquainted with the greatest female novelist of our tongue. Prof. Holbrook's volume takes up Gray's Elegy verse by verse and line by line, almost word for word, after an essay on The Scene of the Elegy, a History of the Poem, and a Preliminary Survey. As a guide to the teacher of literature it cannot fail to be useful. As nearly every such work, however, must, it gives us far more understanding of the minutiæ of the outer form of the poem than insight and heart-sympathy with its inner spirit.

HISTORY OF THE CONQUEST OF MEXICO. *With a Preliminary View of the Ancient Mexican Civilization, and the Life of the Conqueror, Hernando Cortes. By Wm. H. Prescott. Vol. II. 8vo., pp. 490, with Maps and Illustrations. New York: Jno. B. Alden. Price $2.25 per set.*

We need say nothing further of this second and concluding volume of Prescott's peerless work than what we said in our notice of the first volume last month. As a library edition for schools or private students, the make-up of these volumes is all that need be asked; more than was expected for the very low price, for it costs less than half the price of any other edition.

THE LABOR MOVEMENT IN AMERICA. *By Richard T. Ely, Ph. D. New York: Thos. Y. Crowell & Co. Price, $1.50.*

SOCIAL PHILOSOPHY. *A Ruskin Anthology. Compiled by Wm. Sloane Kennedy. 12mo., paper, pp. 142. New York: Jno. B. Alden. Price, 20 cts.*

There is, of course, a world-wide difference between these two books. The second is a conglomeration of profound wisdom and eccentric extravagance in nuggets of Ruskinesque beauty of expression, and suggestive, irritative thought. No system or pretence of a system of social philosophy; but a collection of aphoristic sayings, often contradictory, never con-

nected, but always forcible and reflecting a phase of truth. It contains kernels of thought capable of development into systems of philosophy. Dr. Ely's work, on the other hand, is a connected, comprehensive history of the struggle of the laboring classes for their right, from its first beginnings in this country up to the present formidable stage in its development. It is the first clear and full statement of the kind in our literature, and reliable and authoritative to a degree that would be impossible from the pen of perhaps any other man than Dr. Ely himself. For he has made the subject a special study for well-nigh a dozen years, and writes from personal research and acquaintance with nearly all the leaders both of the capitalistic and the labor classes. His history of the many communistic societies, the Shakers, Perfectionists, Icarians, Brook Farmers, and a multitude more, is most interesting reading; while his eminently clear and unbiassed exposition of the causes, rise and present form and condition of the socialistic, semi-socialistic, and anarchistic organizations of the land, cannot fail to be intensely interesting to every one who has watched, perhaps with trembling, the development of the labor movement throughout our country. In the last chapter only does Dr. Ely discuss the remedies that should be applied in order to the proper adjustment of labor and capital. It is a most timely work, conscientiously done, and one that will be eminently helpful to every thoughtful citizen in these times of social disturbance. It must be regarded as one of the most important books published this season.

THE ELEMENTS OF MORAL SCIENCE, *Theoretical and Practical. By Noah Porter, D. D., LL. D. 8vo., pp.* xxv, *575. New York: Chas. Scribner's Sons. Price, $3.00.*

OUTLINES OF THE HISTORY OF ETHICS. *For English Readers. By Henry Sidgwick. 12mo., pp.* xxiv, *276. London & New York: Macmillan & Co.*

President Porter has for many years been recognized as the most original and consistent American psychologist. His great work on "The Human Intellect" established that fact, at once taking its place as the standard text-book on the subject in all the leading colleges and schools of the country. His *Elements of Moral Science* will do the same, indeed has already done so to a large extent. It is based on his theory of mental philosophy, essentially a development of the Scottish philosophy, midway between Hamilton's doctrine and McCosh's intuitionalism. It is needless to say that his ethics are fundamentally opposed to every form of utilitarianism, and as radically to the altruism of Spencer; being expressly and consistently Christian in principle and application. The work, in its whole arrangement, is specially adapted for use in schools, having been written primarily with that end in view. In it, as in his Human Intellect, Dr. Porter is particularly happy in his eminently clear analysis and divisions of the work, and remarkably lucid expression. The book is divided into two parts; Part I, treating of the Theory of Duty, in eighteen chapters; Part II, of the Practice of Duty, or Ethics proper, in twenty chapters. The use of two kinds of type, for the body of the text and for more detailed or merely incidental elucidations, and of marginal analytical sub-headings for each paragraph, make the volume specially easy of use for scholars, and convenient for reference to all. We have no hesitancy in recommending the work to all as undeniably the fullest, most reliable, and satisfactory work on the subject to be had in our language. If not used as a text-book, it ought to be accessible to teachers and scholars alike, by having a place in the school library.

The same must also be said of Dr. Sidgwick's clear and compact *History of Ethics*. We know no better in the language. And, after all, Moral Philosophy cannot be intelligently studied apart from its history. No one theory is independent of its predecessors, but is vitally connected with them all. To understand one, we must be acquainted with all. The first form of this work appeared originally in the *Encyclopedia Britannica*, which was afterwards virtually re-written, enlarged, and much improved. Chap. I gives a general account of the subject; Chap. II treats very fully and lucidly of Greek and Greco-Roman Ethics, from Pythagoras to Plotinus. Chap. III of Christianity and Mediæval Ethics, up to the Reformation. Chap. IV of Modern, chiefly English Ethics, giving also, however, very satisfactory accounts of the influence of French and German ethical systems on the English. This chapter is a model of concise, clear, and forcible thought and writing. To make the volume still more convenient and easy of mastery for the student, the author has given a marvellously compact and lucid conspectus, or comprehensive survey of the history in his introduction, which adds materially to the value and usefulness of the volume. Altogether, we repeat, there is no other work of the kind known to us that can compare with this in satisfactoriness, for schools or private students. Moreover, the English publishers have given it to us in a form so beautiful, substantial, and convenient as to make it a delight to the hand and eye.

THE PHILOSOPHY OF EDUCATION. *By Johann Karl Friedrich Rosenkranz. Translated from the German by Anna C. Brackett. Second Edition, Revised, with Commentary and Analysis. 12mo. Pp.* xxviii. *286. New York: D. Appleton & Co. Price, $1.50.*

THE ELEMENTS OF PEDAGOGY: *A Manual for Teachers, etc. By Emerson E. White, LL. D. 12mo. Pp. 336. New York: Van Antwerp, Bragg & Co. Price, $1.17.*

The former of these books constitutes Vol. I of Appleton's *International Education Series*, the second volume of which, Painter's History of Education, we referred to last month. We then remarked that the series promised to be one of more than ordinary worth, both for breadth of scope and thoroughness of editorship in general, as might be expected with a man like Dr. W. T. Harris as editor. If we had seen this first volume then, our words would have been still stronger in praise of the series. For it is in every respect a remarkably thorough, original, and pains-taking volume; more truly a *philosophy* of education than any other produced in recent times. The German author is one of those thorough-going thinkers and laborious workers for which his nation is famous. A disciple of Hegel and Schleiermacher, and successor of Herbart and Kant in the chair of philosophy at Königsberg, he has given us a work such as few others could have produced. Based upon the Hegelian philosophy, it proceeds, of course, upon principles radically at variance with those better known to us, by deduction from Spencer's philosophy of Evolution, and in so far it is, to our mind, less satisfactory and correct. Yet ultimately and practically its results are in many respects strikingly in accord with those derived from the great Englishman's theory. The Scheme of Classification and Analysis of Contents, by Dr. Harris, adds very much to the practical usefulness of the volume. Part I considers the general idea of education, its nature, form, and limits. Part II, the special elements of education,

physical, intellectual, moral, social, religious, etc. Part III takes up the various systems of education, and is virtually a critical history of civilization, besides giving a clear view of the various great systems of the past and present, their merits and defects. The translation is so excellent as to make the work more easily intelligible than it is in the German original. The teacher's library that does not get this volume, and indeed the whole series, will remain very imperfect and incomplete.

White's *Elements of Pedagogy* is more limited in scope, less fundamental in character, though more empirically practical. It gives first a clear treatise on the Elements of Psychology on which the author bases his principles of teaching, which are next concisely laid down. Then are given the Methods of Teaching in General, followed by Methods of Teaching Special Branches, and concluding with a chapter on Moral Training. The work is very clearly arranged and written, and will be found full of instruction and practical guidance for teachers in their work. It is far superior in every way to the majority of works on How to Teach, the Theory and Practice of Teaching, etc., that have appeared in recent years.

THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN. *With Notes, and a Chapter Completing the Story of His Life. 12mo., paper. Boston: Houghton, Mifflin & Co.*

For some reason or other, Part I. of this autobiography, being No 19 of the *Riverside Literature Series*, failed to reach us. The present volume, No. 20, contains Part II. Each part is published at the low price of 15 cents; or the two bound together, in boards, at 40 cents. The value of this work is such that we would urgently advise our readers to get the bound volume. The life of Franklin is so interesting that no boy will refuse to read it; and so stimulating that none can fail to be benefited by it. What we have said before of this most excellent series we would express once more, namely, that for the cultivation of a sound literary taste, as well as for the study of language, and for supplementary reading in our schools, we consider this set of American classics, with their wise notes, good paper and print. and low price, superior to anything else offered. There are to be seven numbers issued during the present season, in addition to the twenty already published. Directors and teachers would do well carefully to examine the series.

SCHOOL DEVICES. *A Book of Ways and Suggestions for Teachers. By E. B. Shaw & W. Donnell. 16mo., pp. 217. New York: E. L. Kellogg & Co. $1.25.*

The design of this little book is "to make the teacher's work varied, alternative, and effective." It is full of suggestions, all of them practical, many of them fresh and original, and most of them good and helpful, on "ways" of teaching language, geography, spelling, and all the regular branches. It gives also a complete list of Bible readings for every school day from September to July. In fact it presents a great variety of matter useful to teachers in their daily school work and preparation, in a compact and convenient form.

HANDY HELPS. No. 1. *A Manual of Curious and Interesting Information. By A. P. Southwick, A. M. 16mo., pp. 286. New York: E. L. Kellogg & Co. Price, $1.00.*

This is just what its title and sub-title profess. Like all such omnium gatherums of stray information, however, it is as often provoking as it is "handy." For while giving many of the most out-of-the-way facts, it fails to give some of the facts most likely to be looked for. For instance, it answers the question "What is the origin of the term John Bull?" but does not say where the term "Uncle Sam" comes from. This, however, is an inevitable objection that applies to all books of the kind, not to this one in particular. We ought rather praise it for the 500 odd questions it answers, than blame it for the thousands it does not answer. It is a book convenient to have on one's desk.

SHELDON'S WORD STUDIES. *12mo., pp. 198. New York: Sheldon & Co.*

The purpose of this book is to aid teachers in their efforts to teach the orthography of those words especially which are oftenest misspelled, and at the same time to add new words to the scholar's vocabulary. It fully recognizes the value of written exercises, to which considerable space is devoted. There are also lessons in distinguishing homonyms and synonyms, on the derivation of words, and the use of suffixes, prefixes, etc. The lessons are carefully and judiciously graded.

ELEMENTARY LESSONS IN GREEK SYNTAX. *By S. R. Winchell, A. M. 12 mo., pp. 107. New York; D. Appleton & Co.*

Though "designed to accompany the reading of Xenophon's Anabasis," these lessons can be used independently. The book is a very good introduction to a thorough and comprehensive study of Greek prose composition. The student who masters it will have become sufficiently familiar with the fundamental principles of Greek syntax to make his way with comparative ease through Xenophon, and be prepared to take up more advanced and difficult authors. Teachers of Greek will do well to examine the work.

ELEMENTARY MECHANICAL DRAWING. *For School and Shop. By Frank Aborn, B. S. 12mo., boards, pp. 121. New York: Van Antwerp, Bragg & Co.*

The aim of this volume is to give a clear comprehension of the elementary principles of the geometrical and constructive drawing, by means of problems to be solved by the pupil after thorough explanation by the teacher. In Part I there are nine chapters on Geometrical Drawing, Straight Lines, Circles, Angles, etc. In Part II, Constructive Drawing is treated, with exercises and problems in Scale Drawing, Plans, Elevations, Conic Sections, etc. The volume is a succinct, clear, and practical treatise on the subject, that will meet a hearty welcome from teachers.

ESSENTIAL LESSONS IN ENGLISH ETYMOLOGY. *By Jno. G. R. McElroy, A. M. 16mo., pp. 322. Philadelphia: Jno. E. Potter & Co. 75 cents.*

In an attractively made volume the author endeavors to give "the history, derivation, composition, and relationship of English words, with lists of prefixes, suffixes, stems, doublets, homonyms, etc." To do this, as is intended, in an interesting and attractive manner, is no very easy task. Certainly, however, the author has succeeded in divesting the study of etymology of much of its dryness and many of its terrors. The dreary lists of words are supplanted by rational explanations of the origin and nature of words, their sounds, history, and relationships. The exercises are based on extracts from standard English authors. The "suggestions to teachers" are usually sensible and helpful. The book is, what every such work ought to be, a real preparation for advanced study of the language.

MAKE ME NO GAUDY CHAPLET.

DONIZETTI.
From "LUCREZIA BORGIA."

p

1. Make me no gau - dy chap - let; Weave it of simple flow - ers; Seek them in lowly val - leys,
2. Gath - er the dew-wet blossoms, Kissed by the breeze of morning, Cor - o-nal fair but fad - ing,

pp

Af - ter the gentle show - ers. Bring me no dark red ro - ses, Gay in the sunshine glow-ing;
Meet for a queen's adorn- ing. Bring me no dark red ro - ses, Gay in the sunshine glow-ing;

f *p* *mf*

Bring me the pale moss rose-bud, Beneath the fresh leaves blowing; Bring not the proud-eyed blossom.

cres.

Darling of Eastern daughters; Bring me the snowy li - ly, Floating on si - lent wa - ters;

pp *f*

Gems of the low - ly val - ley, Buds which the leaves are shading, Li - lies of peaceful wa-ters,

p *f* *p*

Emblems be mine un-fad - ing, Li - lies of peaceful wa - ters, Emblems be mine un - fad - ing.

THE
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ORGAN OF THE DEPARTMENT OF COMMON SCHOOLS AND OF THE STATE TEACHERS' ASSOCIATION.

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ON THE GRADING OF THE SCHOOLS.

GENERAL PRINCIPLES INVOLVED, WITH SOME SUGGESTIONS FOR THEIR APPLICATION.

BY THOMAS H. BURROWES, LL. D.

IT scarcely needs to be stated that the selection of a suitable site for a school-house must precede the erection of the building. Hence, the principles involved in proper location are to be considered, before the form, size, or material of the house is determined. But there is a subject preceding, both in time and importance, even those of location and construction, which does not always receive due attention:—this is the grade or kind of school to be established. This question is, first of all, to be decided. For, as the same site will be found no more suitable for every kind of school, than the same place for all branches of every other business; so, neither will the same size or form be proper for a school of every grade, any more than it would for the carrying on of every branch in any other employment. Gradation of schools and location of houses will, therefore, naturally be considered first.

Schools of different grades are not only in existence, or in progress of establishment, under every well-ordered system of education, but the law of this State requires the classification of the common schools, according to the wants of the youth to be instructed by their means; and makes the duty of classification obligatory, whenever the circumstances of the district admit of this arrangement. The reason and necessity for carrying this manifest design of the school system into as speedy and general operation as possible, are equally evident and cogent. The whole scope of the common school system demands the gradation of the schools. Without it they never can be complete or fully effective. They have succeeded and were expressly designed to supersede, the pauper schools. But if the schools of the free system be made to dole out, to all who enter them, only the same scanty degree of knowledge which was imparted in the pauper schools, the distinctive badge of pauperism will be found but to have been removed from the persons of the few to the minds of the many. "Poor" *scholars* may be obliterated, as a class, from society, but *poor scholarship* will be rendered general. This cannot have been the design of the wise framers of the common system. It is repugnant to every principle of republicanism, progress and justice. In Prussia it is said that every child is "due to the school." Here, it may be laid down as one of our social principles, that, as the best services of all her children are due to the State. so, it is the duty of the State to bring out, to their fullest extent, all the talents and powers for good, of all her children. A moment's reflection will show, that this can only be done by such arrangement of the schools as shall enable each so to pursue knowledge as appropriately to develop all his higher and nobler powers; and that this arrangement is but another name for gradation.

Division of labor—that great promoter of modern improvement — nowhere applies more efficiently or productively than in the business of instruction. Every person, conversant with the subject, is aware that, under a proper system, a class of ten or even twenty pupils, of similar attainment and studies may be heard to recite in the same length of time as a class of two or three, and each be made to derive an equal degree of benefit. From this it follows, that a school divided into two or three classes in each study, may be made to derive a much larger degree of benefit in the same time, than one composed of the same number of pupils broken into ten or fifteen classes. This desirable result can only be effected by the proper gradation of the schools, which is nothing more than that systematic division of labor which assigns to the same school and the same teacher, all pupils of the same or nearly the same class of attainments and studies; sending to their appropriate higher or lower institutions, those engaged in other branches.

This arrangement, wherever practicable, is the most economical mode that can be adopted for the improvement of the schools. It will cause a greater degree of progress to be made by each pupil in the same time, as well as enable a larger number to be properly instructed for the same expenditure. Common justice will finally decide, when fullness of supply shall permit fair competition, that in teaching, as in every other profession, its members must receive compensation in proportion to their qualifications and services. When this shall generally be the case the economy of graded schools will be plain. Thus: if there are only fifty pupils studying Geography, Grammar, History and Algebra, in a district with five schools, and if these fifty are scattered amongst all those schools, it requires no argument to show that five teachers of the higher grade, both of salary and qualifications, are or ought to be paid to do what one might more readily accomplish. Nor is the waste of money the most serious evil. The time and minds of all the pupils—both of the more and less advanced —in the mixed schools, are wasted; whereas, by the proper gradation of the schools, both these priceless portions of the capital of life, now in the process of investment for eternity, might be saved.

The scarcity of well-qualified teachers, forms another strong reason for speedy classification. So long as there shall be found a few pupils studying the higher branches in every school, so long will the want of more teachers of the higher branches be felt; and this want will increase and cramp the system, more and more. Every effort to improve the schools without grading them, will but increase the scarcity of teachers of the higher attainments, by causing an unreal demand for their services. This state of things will also, and most unjustly, cause many worthy and comparatively successful teachers of the lower branches to be decried, or to be placed in the false position of being compelled to attempt instruction in branches above their present attainments. The opening of two or three of the schools of each district solely for pupils in the higher branches, in the care of properly-qualified teachers, would materially lessen both these evils. The existing scarcity of teachers of the higher branches would be less felt, and those of the lower schools be relieved from their present embarrassments. By these remarks it is not designed to convey the idea that any one is fit to take charge of a primary school. On the contrary, peculiar fitness and preparation are as indispensable in the child's first as in his last teacher.

The government of the schools will also be found to be facilitated and their moral tone improved by gradation. Precisely similar motives to good conduct and incentives to study, or the same forms of restraint and punishment, are not to be indifferently employed in regard to all classes of pupils. Those who have merely passed the period of infancy must be treated differently from those who are approaching maturity. This commingling of the various species of discipline, which are unavoidable in a mixed school, is not only inconvenient, but to some extent injurious to both classes of youth. The constant association of the very young with those of more advanced age will also, probably, be found to be more or less morally and intellectually detrimental. The boy of six or seven will, naturally, imitate the lad of sixteen or seventeen; but unfortunately, that perverseness which seems to be a portion of our nature, will cause the vices of the exemplar, instead of his virtues, to be most generally copied. So, on the other hand, though the elder may not become positively demoralized, in the ethical sense of the term, by this contact, yet he incurs the risk of being retarded in his intellectual development, and of losing a portion of opportunity for that useful preparation for the battle of life, which is found in continually measuring one's self with none but equals and superiors, and which is, perhaps, one of the best fruits, as it should be an essential feature, in every well-ordered school.

The terms equals and superiors are, of course, here only employed in their legitimately republican sense: any system of education productive of differences in society, other than those arising from inequalities in age, intellectual attainment and morality, being in direct hostility to our political and social institutions. Hence, it may be well to inquire whether an imperfect system of ungraded common schools may not have been the parent, to some extent, of those unrepublican classes and distinctions, which are becoming more strongly and obviously developed with every year of our progress as a nation, and which must be restrained.

The children of the same neighborhood, of all conditions in life, go to the same school to acquire the rudiments of learning. Thus far they receive the same common advantages, as well as experience the same feelings, one towards the other. But soon the son or the daughter of the wealthier parent reaches the extent of knowledge attainable in the mixed country or village school, and must, of necessity, be sent to the select private academy, or the distant boarding school. Of necessity, this is done; for higher attainments than are procurable in the mixed common school are indispensable; but necessity, also, though of a sadder kind, in the meanwhile detains the child of indigence in the ungraded home school. Thus, this absence of grades in the schools is found to promote those very grades in society, at which monarchists sneer and over which patriots mourn. For here—at the very outstart in life—commences that divergence of playmate from playmate, of neighbor from neighbor, of feeling from feeling, which finally stiffens and hardens into separate ranks, and classes, and castes. There must, it is admitted, be varieties in condition and worldly circumstances, so long as there shall be differences in talent, attainment, and attention to business amongst men. But, if the children of affluence were, from their infancy, taught to desire to add the good-will of their less favored associates to their other treasures, the addition would not be found to be the least valuable portion of their inheritance. Wealth thus enriched would be a public blessing; an inheritance thus ungrudged might endure for generations. In this point of view, the social effect of so grading schools as to detain the youth of all conditions in a state of common and associated apprenticeship to republican equality and simplicity, presents itself in its true light.

Finally, a strong reason in favor of the immediate classification of the schools, is the effect which it will produce upon the educational feeling of the district. While the schools are mixed, the studies confused, their whole condition unattractive and the general result therefore unsatisfactory, little increase of favor to the schools, or of love of learning, will be manifested. The common system will be sustained, or rather tolerated, more out of an indefinite idea of duty and desire to promote the good of the future, than from any strong conviction of its value, based on positive, tangible, present, beneficial results. But grade the schools properly and classify the pupils in each grade correctly, and the fruits of the system will soon become manifest. Parents will then see that their children are making substantial and regular progress, in their own home schools; they will therefore make every sacrifice to keep them longer in them than they now generally do. The pupils themselves, instead of wishing for the day, as they now generally do, when they shall be emancipated from the tedium of attendance at institutions in which there is neither methodical study, the hope of rising to a higher school, nor much progress, will desire to continue in each grade, not only for the sake of the knowledge to be acquired there, but for the honor of transfer to the next. Thus a new feeling will be infused into all; and, were there no other good to follow the arrangement, this alone should decide in its favor.

Let it not be urged, even by the most thinly-peopled districts, that these and similar considerations have no bearing upon them. It might be so, if the common schools were the expedient of a day or a generation, intended, like a tax-law in reference to the State debt, or a levy of the militia in the time of invasion, merely to meet an existing emergency and then be abandoned. Widely different is its purpose as well as scope. The school is more for the distant future than for even the necessitous present. The ground hallowed by its wall is consecrated forever. Its teacher, forming as he does one in the long succession of his noble calling, is set apart for the highest temporal duty. The building may now be rude, the concourse of pupils scant, and their instructor's qualifications limited; but who can foretell the changes which the wants and the progress of a few short years may effect, or estimate the vastness of the superstructure which must rest on this foundation, when Pennsylvania shall double or treble or even quadruple her present millions, and this Union be composed of scores of States as populous and

powerful as she. The grave question whether any or all of those States shall then be her superior in moral and intellectual grandeur, must be mainly determined by what is done now. The State is the collective power of the people; and the character of the people is the character of the State. It is considerations of this kind which invest with such vast importance the proper establishment and regulation of our institutions for the training of youth, and which should ever keep the future, equally with the present, in the minds of all entrusted with their care.

The number of fixed grades which constitute a regular series of classified schools, will be found to result from the nature of the studies pursued in the district. In most large mixed schools there are three well-defined classes or groups of studies, and consequently of pupils. First: Those who are learning the rudiments of Reading, Writing and Arithmetic, and who compose the large majority. Second: A smaller number, who, having to some extent mastered the rudiments of those branches, are seeking farther advancement in them, and adding also the knowledge of Grammar, Geography, the History of their own country, and general or practical Arithmetic. Third: A very few, who desire to obtain a critical command of their own language; a knowledge of general Geography and History, with Algebra, Geometry and the higher Mathematics; some acquaintance with the Natural and Moral sciences; and, it may be, the elements of other languages, ancient or modern. The first study the primary branches, indispensable to all: the study of Grammar of their own language is the characteristic of the course of the second; while the pursuit of the higher branches is reserved for the third. Hence, where separate schools or grades are established, the members of each class naturally group themselves together, and their respective schools are thus called Primary, Grammar, and High Schools.

Not only do pupils thus group themselves *in* school, but, when advisedly and not by accident or carelessness withdrawn *from* school, it is, in most cases, at the end of one of these three grades or courses. Grammar, Geography, advanced Arithmetic and History, are unfortunately not considered necessary by many parents, and their children are therefore taken from school when possessed of the mere rudiments of Reading, Writing and Arithmetic. Mathematics, the sciences and the languages, are deemed useless by others, and theirs are permitted to proceed no further than the Grammar course; while the children of parents with more liberal views generally continue till possessed of all the acquirements attainable in the highest class.

These being the grades, no gradation is at all perfect which does not provide for, or tend to produce, the following results: I. The separation of the primary pupils from those of more advanced age and studies: II. The careful and thorough instruction of every pupil in all the studies of his proper grade, before transfer to a higher: and III. The establishment, as soon as practicable, of a High School, in which such sound English instruction may be given as shall prepare its possessor for the ordinary pursuits of life, or, if destined to a further literary or scientific career, for entrance into the special institution appropriate to the case. Short of this, any classification that may be devised will do manifest injustice to the common system, and, though all of this cannot, and, probably should not, now, be everywhere attempted, yet, to the full though gradual development of this result, no matter how distant, all present measures of gradation should be plainly and steadily directed.

In grading the schools of most rural districts, it will be at once perceived that only the Primary and Grammar grades are at first practicable. If the first two grades are established and efficiently taught for two or three years, they will, of themselves, produce the High School, by sending forth a sufficient number of well qualified pupils to fill it. Its establishment will then be the act of the system itself, and not the forced measure of the directors.

The first duty, therefore, of directors in rural districts in the gradation of the schools, would seem to be to establish the Primary and Grammar grades, and to see that the studies proper to each are rigidly pursued. In towns, the three grades, at least, should be organized at once. But, whether in town or in country, they must all sooner or later come into existence; for the number requiring the course of instruction which can alone be given in well-graded schools is rapidly increasing. It is also becoming manifest that this instruction can be imparted to them more equally, more economically, and with much greater moral safety, in the home common school, than in the expensive boarding school of the distant and seductive town, or in the equally dangerous and expensive college preparatory school. This question in social arithmetic will be solved soon and finally in favor of as

much of home education as the circumstances of each district will admit. The high common school will thus, at the right time, by the right means, and with right results, occupy its proper place in the system. All that is necessary now is to lay the foundation for it, by establishing and duly cherishing the Primary and Grammar grades.

Let it not be said that the course of study contemplated by this series of schools, is beyond the necessities of the youth of the State. The time will come and is even now at hand, when nothing short of this degree, at the very least, of sound knowledge, will meet the stern demands which shall be made on the American citizen. Here, almost every one votes, and to vote understandingly should know the history of the past and the condition of the present;—this of necessity makes or should make him a general reader. All may aspire to public office, requiring the power to express thought either orally or on paper, so as to influence others;—this cannot be done without a sound knowledge of the mother tongue. In no country in the world is the acquisition of property more open or easy to every one who strives for it;—this constantly calls into use the art of writing and the knowledge of accounts. The mechanic arts—even the long-neglected business of agriculture—are now found to rest on the great principles of natural science; and hence those sciences are rapidly taking their place among the indispensable branches of an ordinary education. In a word, the son of the poorest citizen may, in the progress of events, be placed, as a citizen, in a position requiring more than all the knowledge embraced in the course now designated. If evil to the country happen through his ignorance, the grave question will then arise, Who is guilty:—he who ignorantly accepted the position, or the country which failed so to regulate and administer its system of public instruction, which was his sole reliance, as to prepare him for the proper discharge of his duty?

A TENDER child of summers three,
  Seeking her little bed at night,
Paused on the dark stair timidly:
"Oh, mother! take my hand," said she,
  "And then the dark will all be light."
We older children grope our way
  From dark behind to dark before;
And only when our hands we lay,
Dear Lord, in Thine, the night is day,
  And there is darkness nevermore.
Reach downward to the sunless days
  Wherein our guides are blind as we,
And faith is small and hope delays;
Take Thou the hands of prayer we raise,
  And let us feel the light of Thee! *Whittier.*

HOW TO STUDY HISTORY.

BY T. W. HIGGINSON.

IT has always seemed to me very creditable to the brains of children that they are apt to rebel against the study of history, as it is usually presented to them. Why should any boy or girl sincerely wish to know in which Olympiad the victory of Corœbus took place, or whether Ottoman was or was not the son of Ortogrul? When the witty Madame du Chatelet owned to Voltaire her profound indifference as to this last point, he did not reprove her, but rather praised her. He told her that she was quite right in her indifference, but that if history could only be taught as it should be—with the really unimportant names and dates left out, and those only retained which really throw light on manners or great events—history would then become for her the most interesting of all studies. Then, when Voltaire himself wrote history, he carried out his own theories, and laid the foundation of the modern school.

There still remain among us many educational institutions where historic teaching means only a list of names, or a complex chart or "River of Time." A graduate of a Boston grammar school once told me that she was required in her schooldays to put on paper every date that occurred in the portion of *Worcester's History* studied by the class. On a large sheet she made five columns of these dates; she then learned them by heart so thoroughly that she could repeat them backwards, and at the age of twenty-two she had forgotten every one.

Warned by experience, when she herself became a high-school teacher, she adopted a wholly different plan. Taking the successive periods, she gave her pupils in each case a few outlines and a few dates from the manual. Then she gave a few questions, of which they were to learn the answers for themselves, in such books as they could find in the school library or elsewhere. They were to bring to her all the light they could obtain; she was to add whatever she had. From time to time, wider examinations summed up the whole. This method often led to prolonged study of particular points. Thus the Reformation occupied one paragraph in the manual they used, but to that one paragraph her class devoted six lessons. The pupils eagerly discussed every point of the Reformation, talking it over—Protestants and Catholics together—with perfect

freedom, and at the end of the time they passed a written examination that amazed her.

Nor did the benefit end here. Her pupils found their love of books rapidly develop when the charm of a special investigation was offered to them, and one young girl told her, several years later, that her whole intellectual activity dated from this course of lessons, and that whereas she had before been content with an exclusive diet of Mrs. Southworth's novels, she had ever since demanded better food.

I am aware that I am suggesting nothing new to teachers of experience. I am aware, also, of the obstacles to any course that demands original research on the part of pupils. But, after all, it is only this flavor of original research, on however small a scale, that makes history take any real root in the mind, and a single period or event explored in this way fixes the very facts more vividly on the mind than if they had been learned by heart from a neat little compendium, all conveniently arranged beforehand by somebody else.

Of course, history can be no more learned without names and dates than a body can exist without a skeleton. But the driest anatomist does not seriously maintain that the skeleton is the body, and that flesh and blood have no business to exist. Yet the anatomical teacher of history does believe this, and grows indignant when you ask that his department should consist of anything but bones. For myself, I believe in the bones—in their place. No pupil should be permitted to take the picturesque and romantic part of any period without a perfectly connected framework of dates for its vertebral skeleton. But a few dates will answer for this, and the fewer they are the more likely they will be to remain in the mind. It is better to learn only twenty of these, and carry them through life, than to be able to repeat five columns backwards when you are sixteen, and to have forgotten them all when you are twenty-two.

If the principle applies to young people at school, it applies still more to those who, having left school, are reading by themselves or with a teacher. There is no young person, I believe, who could advantageously read through Gibbon's *Rome*, as a whole, or even through Bancroft's *United States*. But let the student take some very simple outline of facts, and proceed to throw light on it for himself, and it will soon prove interesting. How dry is Worcester's brief narrative of the settlement of Massachuseats, for instance. But read with it the journals of the colonists, as given in Young's *Chronicles of the Pilgrims* and *Chronicles of Massachusetts*, and throw upon these the sidelights obtained through poetry and fiction, through Whittier's *Margaret Smith's Journal*, Mrs. Childs' *Hobomock*, Longfellow's *Miles Standish*, Hawthorne's *Scarlet Letter*, and Motley's *Merry Mount*. When you have ended, the whole period has become a picture in your mind, and the most thoughtful and serious discussion of it by Bancroft or Palfrey, finds you with a prepared and intelligent mind, if you have the time to give to it. And if period after period could be followed up in the same spirit, history would become for you a study of absorbing interest, and inexhaustible in its themes.

It may be said that some of these books are "light reading." They are light reading in the very best sense, if they throw light on what else would be dark. I do not believe in the theory that only what is disagreeable is healthy, but hold that labor itself is most useful when it is applied with a will, and not against one's will. "What interest is remembered," was one of the favorite maxims of Horace Mann. There is no danger of any one's acquiring any great range of historic knowledge without corresponding toil; but it is possible so to lay the foundations of knowledge, that later toil shall be a delight, and the habit of study its own exceeding great reward.

SINGLENESS OF AIM.

EVERY careful observer of children knows that at least one of their charms lies in their unconsciousness. They have no ulterior or hidden aims to serve, no motives to conceal, no complicated results to work for. If they express affection, it is because they feel it; if they ask questions, it is because they desire to know; if they appeal for sympathy, it is because they crave it. By and by other aims creep in; they have heard the voice of flattery, and court it; they become conscious of themselves, anxious about the appearance they make and the estimation in which they are held, and their chief attraction and grace have departed.

It is impossible that the man should retain the fresh unconsciousness of the child. Yet, as long journeys often bring us back to the home, to appreciate its blessings the better for our increased knowledge of other places, so years, wisely lived, often bring us back to estimate more fully and value more

highly the simple sincerity and guilelessness of childhood. Indeed, the most perfect manhood is that which loses none of the virtues of any age, but gathers them, as life goes on, and infuses into them all new meaning and power, with every gain of wisdom and of strength.

Singleness of aim, though a rare characteristic, is one which sheds a peculiar lustre upon its possessor. Occasionally we meet a person who unites the ability of the man with the simplicity of the child, and who seems to be so thoroughly absorbed in some undertaking, or in some line of thought, as to have forgotten to emphasize his own share in promoting it. He has no thought to spare for the impression he is making or the reputation he is acquiring; his one anxety is to see that his purpose is carried out and to use himself as a willing instrument for that end. It may be a mechanic who aims at excellence in his special work, or an inventor whose heart is in the success of his invention, or an artist whose soul is being poured into his picture, or a physician whose chief effort is to preserve and restore health. It matters not what be the sphere of his activity, its successful achievement is his great hope, he has that singlenessness of aim of which we speak.

Most persons, however, have a confused complicity of motives in their endeavors. They wish their purpose to prosper, but they wish still more earnestly that their exertions on its behalf may be recognized, honored and rewarded, and this anxiety serves to divide their attention and diminish their power. We may venture to say that in proportion as self becomes prominent in the thoughts of the performer does his performance come short of its possible perfection. The speaker who is thinking of his style and manner, his words and gestures, will never convince or inspire an audience, whatever be his powers of eloquence. When his theme loses the ascendancy over his thoughts, he loses the ascendancy over his hearers. The same is true in every occupation; the singleness of aim with which it is pursued is the earnest of its success.

Of course, the honorable worker in any department rightly hopes for and plans for more than one result. He must see to it that he obtain a fair return for his labor, that he may provide for himself and his family in a suitable manner. Indeed, this may be considered a *primary* care. But having secured that as far as he is able, he may dismiss it from his mind, and leave himself free to devote his best energies to the work itself. So he may rightly rejoice in the commendation he deserves, in the fame which he has earned, or the gratitude his efforts have called forth; but none of these things need interfere with his singleness of aim. It is only where they come into such prominence as to push the idea of excellence into a subordinate position that they are to be deprecated. If this idea is supreme, all others will find their proper places, and be far more truly fulfilled than would be possible by making them the first objects of pursuit.

It is not, then, an *only* motive, but a *ruling* motive, which claims attention. Let not our aims be so numerous and so confused as to jostle one another in their efforts for precedence. Let the one which we know to be the highest and purest have chiefest sway, assured that the others will be best served by their willing subordination.

Phila. Ledger.

MADAM HOW AND LADY WHY.

NO. X.—THE FIELD AND THE WILD.

BY CHARLES KINGSLEY.

WHERE were we to go next? Into the far West, to see how all the way along the railroad the new rocks and soils lie above the older, and yet how, when we get westward, the oldest rocks rise highest into the air.

Well, we will go; but not, I think, to-day. Indeed I hardly know how we could get as far as Reading; for all the world is in the hayfield, and even the old horse must go thither too, and take his turn at the haycart. Well, the rocks have been where they are for many a year, and they will wait our leisure patiently enough: but midsummer and the hayfield will not wait. Let us take what God gives when He sends it, and learn the lesson that lies nearest to us. After all, it is more to my mind, and perhaps to your young mind too, to look at things which are young, and fresh, and living, rather than things which are old, and worn, and dead. Let us leave the old stones, and the old bones, and the old shells, the wrecks of ancient worlds which have gone down into the kingdom of death, to teach us their grand lessons some other day; and let us look now at the world of light, and life, and beauty, which begins here at the open door, and stretches away over the hayfields, over the woods, over the southern moors, over sunny France and sunnier Spain, and over

the tropic seas, down so the equator, and the palm-groves of the eternal summer. If we cannot find something, even at starting from the open door, to teach us about Why and How, we must be very short-sighted or very shallow-hearted.

There is the old cock starling screeching in the eaves, because he wants to frighten us away, and take a worm to his children, without our finding out whereabouts his hole is. How does he know that we might hurt him? and how again does he not know that we shall not hurt him?—we who for five-and-twenty years have let him and his ancestors build under those eaves in peace? How did he get that quantity of half-wit, that sort of stupid cunning, into his little brain, and yet get no more? And why (for this a question of Why, and not of How) does he labor all day long hunting for worms and insects for his children, while his wife nurses them in the nest? Why, too, did he help her to build that nest with toil and care this spring, for the sake of a set of nestlings who can be of no gain or use to him, but only take the food out of his mouth? Simply out of—what shall I call it, my child?—Love; that same sense of love and duty, coming surely from that one Fountain of all duty and all love, which makes your father work for you. That the mother should take care of her young is wonderful enough: but that, at least among many birds, the father should help likewise, is (as you will find out when you grow older) more wonderful far. So there already the old starling has set us two fresh puzzles about How and Why, neither of which we shall get answered, at least on this side of the grave.

Come on, up the hill, under the great generous sun, who quarrels with no one, grudges no one, but shines alike upon the evil and the good. What a gay picture he is painting now, with his light-pencils; for in them, remember, and not in the things themselves, the color lies. See how, where the hay has been already carried, he floods all the slopes with yellow light, making them stand out sharp against the black shadows of the wood; while where the grass is standing still, he makes the sheets of sorrel-flower blush rosy red, or dapples the field with white ox-eyed daisies.

But is not the sorrel itself red, and are not the ox-eyes white?

What color are they at night, when the sun is gone?

Dark. That is, no color. The very grass is not green at night. Oh, but it is if you look at it with a lantern! No, no. It is the light of the lantern which happens to be strong enough to make the leaves look green, though it is not strong enough to make a geranium look red. Not red? No; the geranium flowers by a lantern look black, while the leaves look green. If you don't believe me, we will try. But why is that? Why, I cannot tell: and how, you had best ask Professor Tyndall, if you ever have the honor of meeting him.

But now—hark to the mowing-machine, humming like a giant night-jar. Come up and look at it, and see how swift and smooth it shears the long grass down, so that in the middle of the swathe it seems to have merely fallen flat, and you must move it before you find out that it has been cut off.

Ah, there is a proof to us of what men do if they will only learn the lessons which Madam How can teach them. There is that boy, fresh from the National School, cutting more grass in a day than six strong mowers could have cut, and cutting it better too; for the mowing-machine goes so much nearer to the ground than the scythe, that we gain by it two hundredweight of hay on every acre. And see, too, how persevering old Madam How will not stop her work, though the machine has cut off all the grass which she has been making for the last three months; for as fast as we shear it off, she makes it grow again. There are fresh blades here at our feet a full inch long, which have sprung up in the last two days, for the cattle when they are turned in next week.

But if the machine cuts all the grass, the poor mowers will have nothing to do! Not so. They are all busy enough elsewhere. There is plenty of other work to be done, thank God; and wholesomer and easier work than mowing with a burning sun on their backs, drinking gallons of beer, and getting first hot and then cold across the loins, till they lay in a store of lumbago and sciatica, to cripple them in their old age. You delight in machinery because it is curious: you should delight in it besides because it does good, and nothing but good, where it is used, according to the laws of Lady Why, with care, moderation, and mercy, and fair play between man and man. For example: just as the mowing-machine saves the mower, the threshing-machine saves the threshers from rheumatism and chest complaints, which they used to catch in the draught and dust of the unhealthiest places in the whole parish, which is the old-fashioned barn's floor. And so, we may hope, in future years all heavy

drudgery and duty-work will be done more and more by machines, and people will have more and more chance of keeping themselves clean and healthy, and more and more time to read, and learn, and think, and be true civilized men and women, instead of being mere live ploughs, or live manure-carts, such as I have seen ere now.

"A live manure-cart?" Yes, child. If you had seen, as I have seen in foreign lands, poor women, haggard, dirty, grown old before their youth was over, toiling up hill with baskets of foul manure upon their backs, you would have said, as I have said, "Oh, for Madam How to cure that ignorance! Oh, for Lady Why to cure that barbarism! Oh, that Madam How would teach them that machinery must always be cheaper in the long run than human muscles and nerves! Oh, that Lady Why would teach them that a woman is the most precious thing on earth, and that if she be turned into a beast of burden, Lady Why—and Madam How likewise—will surely avenge the wrongs of their human sister!" There, you do not quite know what I mean, and I do not care that you should. It is good for little folks that big folks should now and then "talk over their heads," as the saying is, and make them feel how ignorant they are, and how many solemn and earnest questions there are in the world on which they must make up their minds some day, though not yet. But now we will talk about the hay; or rather do you and the rest go and play in the hay, and gather it up, build forts of it, storm them, pull them down, build them up again, shout, laugh, and scream till you are hot and tired. You will please Madam How thereby, and Lady Why likewise. Because Madam How naturally wants her work to succeed, and she is at work now making you. Making you? Of course. Making a man of you, out of a boy. And that can only be done by the life-blood which runs through and through you. And the more you laugh and shout, the more pure air will pass into your blood, and make it red and healthy; and the more you romp and play—unless you over-tire yourself—the quicker will that blood flow through all your limbs, to make bone and muscle, and help you to grow into a man.

But why does Lady Why like to see you play? She likes to see you happy, as she likes to see the trees and the birds happy. For she knows well that there is no food, nor medicine either, like happiness. If people are not happy enough, they are often tempted to do many wrong deeds, and to think many wrong thoughts: and if by God's grace they know the laws of Lady Why, and keep from sin, still unhappiness, if it goes on too long, wears them out, body and mind; and they grow ill and die of broken hearts, and broken brains, my child; and so at last, poor souls, find "Rest beneath the Cross."

Children, too, who are unhappy; children who are bullied, and frightened, and kept dull and silent, never thrive. Their bodies do not thrive; for they grow up weak. Their minds do not thrive; for they grow up dull. Their souls do not thrive; for they learn mean, sly, slavish ways, which God forbid you should ever learn. Well said the wise man, "The human plant, like the vegetables, can only flower in the sunshine."

So do you go, and enjoy yourself in the sunshine; but remember this—You know what happiness is. Then if you wish to please Lady Why, and Lady Why's Lord and King likewise, you will never pass a little child without trying to make it happier, even by a passing smile. And now be off, and play in the hay, and come back to me when you are tired.

* * * * *

Let us lie down at the foot of this old oak, and see what we can see—and hear what we can hear, too. What is that humming all around us, now that the noisy mowing-machine has stopped, and as much softer than the noise of mowing-machine hum, as the machines which make it are more delicate and more curious. Madam How is a very skilful workwoman, and has eyes which see deeper and clearer than all microscopes; as you would find, if you tried to see what makes that "Midsummer hum" of which the haymakers are so fond, because it promises fair weather.

Why, it is only the gnats and flies! Only the gnats and flies? You might study those gnats and flies for your whole life without finding out all—or more than a very little—about them. I wish I knew how they move those tiny wings of theirs—a thousand times in a second, I dare say, some of them. I I wish I knew how far they know that they are happp—for happy they must be, whether they know it or not. I wish I knew how they live at all. I wish I even knew how many sorts there are humming round us at this moment. How many kinds? Three or four? More; probably thirty or forty round this single tree. But why should there be so many kinds of living things? Would not one or two have done just as well? Why, indeed! Why should there not have

been only one sort of butterfly, and he only of one color, a plain brown, or a plain white?

And why should there be so many sorts of birds, all robbing the garden at once? Thrushes, and blackbirds, and sparrows, and chaffinches, and green finches, and bullfinches, and tomtits. And there are four kinds of tomtits round here, remember: but we may go on with such talk for ever. Wiser men than we have asked the same question: but Lady Why will not answer them yet. However, there is another question, which Madam How seems inclined to answer just now, which is almost as deep and as mysterious. What? *How* all these different kinds of things became different. Oh, do tell me! Not I. You must begin at the beginning, before you can end at the end, or even make one step towards the end. What do I mean? You must learn the differences between things before you can find out how those differences came about. You must learn Madam How's alphabet before you can read her book. And Madam How's alphabet of animals and plants is, Species, kinds of things. You must see which are like, and which unlike; what they are like in, and what they are unlike in. You are beginning to do that with your collection of butterflies. You like to arrange them, and those that are most like nearest to each other, and to compare them. You must do that with thousands of different kinds of things before you can read one page of Madam How's Natural History Book rightly.

"But it will take so much time and so much trouble."

God grant that you may not spend more time on worse matters, and take more trouble over things which will profit you far less. But so it must be, willy nilly. You must learn the alphabet if you mean to read. And you must learn the value of the figures before you can do a sum. Why, what would you think of any one who sat down to play at cards—for money too (which I hope and trust you will never do)—before he knew the names of the cards, and which counted highest, and took the lowest? Just as foolish are those who make up "theories" (as they call them) about this world, and how it was made, before they have found out what the world is made of. You might as well try to find out how this hayfield was made, without finding out first what the hay is made of.

How the hayfield was made! Was it not always a hayfield? Ah, yes; the old story, my child: Was not the earth always just what it is now? Let us see for ourselves whether this was always a hayfield. How? Just pick out all the different kinds of plants and flowers you can find round us here. How many do you think there are? Oh—there seem to be four or five. Just as there were three or four kinds of flies in the air. Pick them, child, and count. Let us have facts. How many? What? a dozen already? Yes—and here is another, and another. Why, I have got I don't know how many. Why not? Bring them here, and let us see. Nine kinds of grasses, and a rush. Six kinds of clovers and vetches; and besides, dandelion, and rattle, and ox-eye, and sorrel, and plantain, and buttercup, and a little switchwort, and pignut, and mouse-ear hawk-weed, too, which nobody wants. Why? Because they are a sign that I am not a good farmer enough, and have not quite turned my Wild into Field. What do you mean? Look outside the boundary fence, at the moors and woods; they are forest, Wild,—"Wald," as the Germans would call it. Inside the fence Field—"Feld," as the Germans would call it. Guess why. It is because the trees inside have been felled? Well, some say so, who know more than I. But now go over the fence, and see how many of these plants you can find on the moor. Oh, I think I know. I am so often on the moor. I think you would find more kinds outside than you fancy. But what do you know? That, beside some short fine grass about the cattle paths, there are hardly any grasses on the moor save deer's hair and glade-grass; and all the rest is heath, and moss, and furze, and fern. Softly—not all; you have forgotten the bog plants; and there are (as I said) many more plants beside on the moor than you fancy. But we will look into that another time. At all events, the plants outside are on the whole quite different from the hayfield. Of course: that is what makes the field look green and the moor brown.

Not a doubt. They are so different, that they look like bits of two different continents. Scrambling over the fence is like scrambling out of Europe into Australia. Now, how was that difference made? Think. Don't guess, but think. Why does the rich grass come up to the bank, and yet not spread beyond it? I suppose because it cannot get over. Not get over? Would not the wind blow the seed, and the birds carry them? They do get over, in millions, I don't doubt, every summer. Then why do they not grow? Think. "Is there any difference in the soil inside and outside?" A very good guess. But guesses are no use without facts. Look. "Oh, I remember now. I know now the soil

of the field is brown, like the garden; and the soil of the moor all black and peaty." Yes. But if you dig down two or three feet, you will find the soils of the moor and the field just the same. So perhaps the top soils were once both alike. "I know." Well, and what do you think about it now? I want you to look and think. I want every one to look and think. Half the misery in the world comes first from not looking, and then from not thinking. And I do not want you to be miserable.

"But shall I be miserable if I do not find out such little things as this?" You will be miserable if you do not learn to understand little things: because then you will not be able to understand great things when you meet them. Children who are not trained to use their eyes and their common sense grow up the more miserable the cleverer they are. Why? Because they grow up what men call dreamers, and bigots, and fanatics, causing misery to themselves and to all who deal with them. So I say again, think. Well, we suppose men must have altered the soil inside the bank. Well done. But why do we think so? Because, of course, some one made the bank; and the brown soil only goes up to it. Well, that is something like common sense. Now you will not say any more, as the cows or the butterflies might, that the hayfield was always there. And how did men change the soil? By tilling it with the plough, to sweeten it, and manuring it to make it rich. And then did all these beautiful grasses grow up of themselves? You ought to know that they most likely did not. You know the new enclosures? Do rich grasses come up on them, now that they are broken up? Oh no, nothing but groundsel, and a few weeds. Just what, I dare say, came up here at first. But this land was tilled for corn for hundreds of years, I believe. And just about one hundred years ago it was laid down in grass; that is, sown with grass seeds.

And where did men get the grass seeds from? Ah, that is a long story; and one that shows our forefathers (though they knew nothing about railroads or electricity) were not such simpletons as some folks think. The way it must have been done was this. Men watched the natural pastures where cattle get fat on the wild grass, as they do in the Fens, and many other parts of England. And then they saved the seeds of those fattening wild grasses, and sowed them in fresh spots. Often they made mistakes. They were careless, and got weeds among the seed—like the buttercups, which do so much harm to this pasture. Or they sowed on soil which would not suit the seed, and it died. But at last after many failures, they have grown so careful and so clever that you may send to certain shops, saying what sort of soil yours is, and they will send you just the seeds which will grow there, and no other; and then you have a good pasture for as long as you choose to keep it good.

Look at all those loads of hay which are being carried off the field. Do you think you can take all that away without putting anything in its place. Why not? If I took all the butter out of the churn, what must I do if I want more butter still? Put more cream in. So, if I want more grass to grow, I must put on the soil more of what grass is made of. But the butter don't grow and the grass does. What does the grass grow in? The soil. Yes. Just as the butter grows in the churn. So you must put fresh grass-stuff continually into the soil, as you put fresh cream into the churn. You have heard the farm men say, "That crop has taken a good deal out of the land"? They spoke exact truth. What will that hay turn into by Christmas? Can't you tell? Into milk, of course, which you will drink; and into horseflesh too, which you will use. Every time the horse draws the carriage, he uses up so much muscle; and that muscle he must get back again by eating hay and corn; and that hay and corn mnst be put back again into the land by manure, or there will be all the less for the horse next year. For one cannot eat one's cake and keep it too; and no more can one eat one's grass.

So this field is a truly wonderful place. It is no ugly pile of brick and mortar, with a tall chimney pouring out smoke and evil smells, with unhealthy, haggard people toiling inside. Why do you look surprised? Because—because nobody ever said it was. You mean a manufactory. Well, and this hayfield is a manufactory: only, like most of Madam How's workshops, infinitely more beautiful, as well as infinitely more crafty, than any manufactory of man's building. It is beautiful to behold, and healthy to work in; a joy and a blessing alike to the eye, and the mind, and the body: and yet it is a manufactory.

But a manufactory of what? Of milk, of course, and cows, and sheep, and horses; and of your body and mine—for we shall drink the milk and eat the meat. And therefore it is a flesh and milk manufactory. We must put into it every year yard-stuff, tank-stuff, guano, bones, and anything and everything of that kind, that Madam How may

cook it for us into grass, and cook the grass again into milk and meat. But if we don't give Madam How material to work on, we cannot expect her to work for us. And what do you think will happen then? She will set to work for herself. The rich grasses will dwindle for want of ammonia (that is smelling-salts), and the rich clovers for want of phosphates (that is bone-earth): and in their places will come over the bank the old weeds and grass off the moor, which have not room to get in now, because the ground is covered already. They want no ammonia nor phosphates—at all events they have none, and that is why the cattle on the moor never get fat. So they can live where these rich grasses cannot. And then they will conquer and thrive; and the Field will turn into Wild once more.

Ah, my child, thank God for your forefathers, when you look over that boundary mark. For the difference between the field and the wild is the difference between the old England of Madam How's making, and the new England which she has taught man to make, carrying on what she had only begun and had not time to finish.

That moor is a pattern bit left to show what the greater part of this land was like for long ages after it had risen out of the sea; when there was little or nothing on the flat upper moors save heaths, and ling, and club-mosses, and soft gorse, and needle-whim, and creeping willows; and furze and fern upon the brows; and in the bottoms oak and ash, beech and alder, hazel and mountain ash, holly and thorn, with here and there an aspen or a buckthorn (berry-bearing alder as you call it), and everywhere where he could thrust down his long root, and thrust up his long shoots, that intruding conqueror and insolent tyrant, the bramble. There were sedges and rushes, too, in the bogs, and coarse grass on the forest pastures —or "leas" as we call them to this day round here—but no real green fields; and, I suspect, very few gay flowers, save in spring the sheets of golden gorse, and in summer the purple heather. Such was old England —or rather, such was this land before it was England; a far sadder, damper, poorer land than now. For one man or one cow or sheep which could have lived on it then, a hundred can live now. And yet, what it was once, that it might become again,— it surely would round here,—if this brave English people died out of it, and the land was left to itself once more.

What would happen then, you may guess for yourself, from what you see happen everywhere whenever the land is left to itself, as it is in the wood above. In that wood you can still see in the grass the ridges and furrows which show that it was once ploughed and sown by man; perhaps as late as the time of Henry the Eighth, when a great deal of poor land, as you will read some day, was thrown out of tillage, to become forest and down once more. And what is the mount now? A jungle of oak and beech, cherry and holly, young and old all growing up together, with the mountain ash, and bramble, and furze coming up so fast beneath them, that we have to cut the paths clear again year by year. Why, even the little cow-wheat, a very old-world plant, which only grows in ancient woods, has found its way back again, I know not whence, and covers the open spaces with its pretty yellow and white flowers. Man had conquered this mount, you see, from Madam How, hundreds of years ago. And she always lets man conquer her, because Lady Why wishes man to conquer: only he must have a fair fight with Madam How first, and try his strength against hers to the utmost. So man conquered the wood for a while; and it became corn-field instead of forest: but he was not strong and wise enough, three hundred years ago, to keep what he had conquered; and back came Madam How, and took the place into her own hands, and bade the old forest trees and plants come back again—as they would come if they were not stopped year by year, down from the wood, over the pastures—killing the rich grasses as they went, till they met another forest coming up from below, and fought it for many a year, till both made peace and lived quietly side by side for ages.

Another forest coming up from below? Where would it come from? From where it is now. Come down and look along the brook, and every drain and gripe which runs into the brook. What is here? Seedling alders, and some withies among them. You know how we pull these alders up, and cut them down, and yet they continually come again. Now, if we and all human beings were to leave this pasture for a few hundred years, would not those alders increase into a wood? Would they not kill the grass, and spread right and left, seeding themselves more and more as the grass died, and left the ground bare, till they met the oaks and beeches coming down the hill? And then would begin a great fight for years and years between oak and beech against alder and willow.

But how can trees fight? Could they

move or beat each other with their boughs? Not quite that; though they do beat each other with their boughs fiercely enough in a gale of wind; and then the trees that have strong and stiff boughs wound those who have brittle and limp boughs, and so hurt them, and if the storms come often enough, kill them. But among these trees in a sheltered valley the larger and stronger would kill the weaker and smaller simply by overshadowing their tops and starving their roots; starving them, indeed, so much when they grow very thick, that the poor little acorns, and beach mast, and alder seeds would not be able to sprout at all. So they would fight, killing each other's children, till the war ended—I think I can guess how.

The beeches are as dainty as they are beautiful; and they do not like to get their feet wet. So they would venture down the hill only as far as the dry ground lasts, and those who tried to grow any lower would die. But the oaks are hardy, do not care much how they grow. So they would fight their way down into the wet ground among the alders and willows, till they came to where their enemies were so thick and tall that the acorns as they fell could not sprout in the darkness. And so you could have at last, along the hill-side, a forest of beech and oak, lower down a forest of oak and alder, and along the stream-side alders and willows only. And that would be a very fair example of the great law of the struggle for existence, which causes the competition of species.

Madam How is very stern, though she is always perfectly just; and therefore she makes every living thing fight for its life, and earn its bread, from its birth till its death; and rewards it exactly according to its deserts, and neither more nor less. And the competition of species means, that each thing, has to compete against the things round it, and to see which is the stronger; and the stronger live, and breed, and spread, and the weaker die out.

I know it is hard, my child, I know it. But so it is. And Madam How, no doubt, would be often very clumsy and very cruel, without meaning it, because she never sees beyond her own nose, or thinks at all about the consequences of what she is doing. But Lady Why, who does think about consequences, is her mistress, and orders her about for ever. And Lady Why is, I believe, as loving as she is wise; and therefore we must trust that she guides this great war between living things, and takes care that Madam How kills nothing which ought not to die, and takes nothing away without putting something more beautiful and something more useful in its place; and that even if England were, which God forbid, overrun once more with forests and bramble-brakes, that too would be of no use somehow, somewhere, somewhen, in the long ages which are to come hereafter.

And you must remember, too, that since men came into the world with rational heads on their shoulders, Lady Why has been handing over more and more of Madam How's work to them, and some of her own work, too; and bids them to put beautiful and useful things in the place of ugly and useless ones; so that now it is men's own fault if they do not use their wits, and do by all the world what they have done by these pastures—change it from a barren moor into a rich hayfield, by copying the laws of Madam How, and making grass compete against heath. But you look thoughtful: what is it you want to know?

"Why, you say all living things must fight and scramble for what they can get from each other: and must I too? For I am a living thing." Ah, that is the old question, which our Lord answered long ago, and said, "Be not anxious what ye shall eat, or what ye shall drink, or wherewithal ye shall be clothed. For after all these things do the heathen seek, and your heavenly Father knoweth that ye have need of these things. But seek ye first the kingdom of God and his righteousness, and all these things shall be added unto you." A few, very few, people have taken that advice. But they have been just the salt of the earth, which has kept mankind from decaying.

But what has that to do with it? See. You are a living thing, you say. Are you a plant? No. Are you an animal? "I do not know. Yes, I suppose I am. I eat, and drink, and sleep, just as dogs and cats do." Yes. There is no denying that. No one knew that better than St. Paul, when he told men that they had a body, and an animal's nature in them. But St. Paul told them—of course he was not the first to say so, for all the wise heathens have known that—that there was something more in us, which he called a spirit. Some call it now the moral sentiment, some one thing, some another, but we will keep to the old word: we shall not find a better.

"Yes, I know that I have a spirit, a soul." Better to say that *you are a spirit*. But what does St. Paul say? That our spirit is to conquer our flesh, and keep it down. That the man in us, in short, which is made in the likeness of God, is to conquer the animal in us, which is made in the likeness of the dog

and the cat, and sometimes (I fear) in the likeness of the ape or the pig. You would not wish to be like a cat, much less like an ape or a pig? Then do not copy them, by competing and struggling for existence against other people. What do I mean? Did you never watch the pigs feeding? Yes, and how they grudge and quarrel, and shove each other's noses out of the trough, and even bite each other because they are so jealous which shall get most. That is it. And how the biggest pig drives the others away, and would starve them while he got fat, if the man did not drive him off in his turn!

No wiser than those pigs are worldly men who compete, and grudge, and struggle with each other, which shall get most money, most fame, most power over their fellow-men. They will tell you, my child, that that is the true philosophy, and the true wisdom; that competition is the natural law of society, and the source of wealth and prosperity. Do not you listen to them. That is the wisdom of this world, which the flesh teaches the animals; and those who follow it, like the animals, will perish. Such men are not even as wise as Sweep, the retriever. Sweep will not take away Victor's bone, though he is ten times as big as Victor, and could kill him in a moment; and when he catches a rabbit does he eat it himself? No, but he brings it and lays it down at our feet. Because he likes better to do his duty, and be praised for it, than to eat the rabbit, dearly as he longs to eat it. But he is only an animal. Who taught him to be generous, and dutiful, and faithful? Who, indeed? Not we, you know that, for he has grown up with us since a puppy. How he learnt it, and his parents before him, is a mystery, of which we can only say, God has taught them, we know not how. But see what has happened—that just because dogs have learnt not to be selfish and compete—that is, have become civilized and tame—therefore we let them live with us, and love them. Because they try to be good in their simple way, therefore they too have all things added to them, and live far happier and more comfortable lives than the selfish wolf and fox.

But why have not all animals found out that? I cannot tell: there may be wise animals and foolish animals, as there are wise and foolish men. Indeed there are. I see a very wise animal there, who never competes; for she has learned something of the golden lesson—that it is more blessed to give than to receive; and she acts on what she has learned, all day long. I wish I were as worthy in my place as that bee is in hers. I wish I could act up as well as she does to the true wisdom, which is self-sacrifice. For whom is that bee working? For herself? If that was all, she needs only to suck honey as she goes. But she is storing up the wax under her stomach, and bee-bread in her thighs—for whom? Not for herself only, or even for her own children: but for the children of another bee, her queen. For them she labors all day long, builds for them, feeds them, nurses them, spends her love and cunning on them. So does that ant on the path. She is carrying home that stick to build for other ants' children. So do the white ants in the tropics. They have learnt not to compete, but to help each other; not to be selfish, but to sacrifice themselves; and therefore they are strong.

But you told me once that ants would fight and plunder each other's nests. And once we saw two hives of bees fighting in the air, and falling dead by dozens. My child, do not men fight and kill each other by thousands with sharp shot and cold steel, because, though they have learnt the virtue of patriotism, they have not yet learnt that of humanity? We must not blame the bees and ants if they are no wiser than men. At least they are wise enough to stand up for their country, that is, their hive, and work for it, and die for it, if need be; and that makes them strong. But how does that make them strong? How, is a deep question, and one I can hardly answer yet. But that it has made them so there is no doubt. Look at the solitary bees—the governors as we call them, who live in pairs, in little holes in the banks. How few of them there are; and they never seem to increase in numbers!

In many forests in hot countries the bees swarm in hollow trees; and they and the ants and the white ants, have it all their own way, and are lords and masters, driving the very wild beasts before them, while the ants and white ants eat up all gardens, and plantations, and clothes, and furniture; till it is a serious question whether in some hot countries man will ever be able to settle, so strong have the ants grown, by ages of civilization, and not competing against their brothers and sisters. But may I not compete for prizes against the other boys? Well, there is no harm in that; for you do not harm the others, even if you win. They will have learned all the more, while trying for the prize; and so will you, even if you don't get it. But I tell you fairly, trying for prizes is only fit for a child; and when you become a man, you must put away childish things—competition among the rest. But surely I may try to be better,

and wiser, and more learned than everybody else? My dearest child, why try for that? Try to be as good, and wise, and learned as you can; and if you find any man, or ten thousand men, superior to you, thank God for it. Do you think that there can be too much wisdom in the world? "Of course not: but I should like to be the wisest man in it." Then you would only have the heaviest burden of all men on your shoulders. You would then be responsible for more foolish people than any one else. Remember what wise old Moses said, when some one came and told him that certain men in the camp were prophesying—"Would God all the Lord's people did prophesy!" Yes; it would have saved Moses many a heartache, and many a sleepless night, if all the Jews had been wise as he was, and wiser still. So do not you compete with good and wise men, but simply copy them: and whatever you do, do not compete with the wolves, and the apes, and the swine of this world; for that is a game at which you are sure to be beaten.

Madam Why, if she loves you (as I trust she does), will take care that you are beaten, lest you should fancy that it was really profitable to live like a cunninger sort of animal, and not like a true man. And how she will do that I can tell you. She will take care that you always come across a worse man than you are trying to be,— a more apish man, who can tumble and play monkey-tricks for people's amusement better than you can; or a more swinish man, who can get at more of the pig's-wash than you can; or a more wolfish man, who will eat you up if you do not get out of his way; and so she will disappoint and disgust you, my child, with that greedy, selfish, vain animal life, till you turn round and see your mistake, and try to live the true human life, which also is divine;—to be just and honorable, gentle and forgiving, generous and useful—in one word, to fear God and keep His commandments: and as you live that life, you will find that, by the eternal laws of Lady Why, all other things will be added to you; that people will be glad to know you, glad to help you, glad to employ you, because they see that you will be of use to them, and will do them no harm. And if you meet (as you will meet) with people better and wiser than yourself, then so much the better for you; for they will love you, and be glad to teach you, when they see you are living the unselfish and harmless life; and that you come to them, not as foolish Critias came to Socrates to learn political cunning, and become a selfish and ambitious tyrant, but as wise Plato came, that he might learn the laws of Lady Why, and love them for her sake, and teach them to all mankind. And so you, like the plants and animals, will get your deserts exactly, without competing and struggling for existence as they do.

And all this has come out of looking at the hayfield and the wild moor. Why not? There is an animal in you and a man in you. If the animal gets the upper hand, all your character will fall back into the wild useless moor; if the man gets the upper hand, all your character will be cultivated into rich and fertile field. Choose.

Now come down home. The haymakers are resting under the hedge. The horses are dawdling home to the farm. The sun is getting low, and the shadows long. Come home, and go to bed while the house is fragrant with the smell of hay, and dream that you are still playing among the haycocks. When you grow old you will have other and sadder dreams.

REV. DR. VINCENT ON COLLEGE TRAINING.

WHEN we remember that no man has ever attempted to aid self-education as Dr. J. H. Vincent is now doing through the Chautauqua courses, the following testimony to the value of college education from his article in *The Forum*, on "How I was Educated," is stronger than a like expression of opinion from almost any other thoughtful man in the country:

"To state the matter fairly and fully at the outset, I must confess that I have never been at college. The reader can scarcely conceive the grief, made up of regret, discouragement and mortification, which this fact has occasioned me through most of the years of my mature life. Even now I sometimes feel the sting of it in the society of college men. It has been my 'thorn in the flesh.' I have never found entire relief from its sharp prickings in the long list of distinguished men and women in both hemispheres and in all ages—writers, artists, sages, statesmen—who never enjoyed the benefits of college training; nor of recalling the melancholy failure, in so many ways, of so many men who have been matriculated, educated, graduated, and be-titled by the greatest universities; nor in the 'practical' man's notion that classical education unfits a man for business. And certainly, I have never felt the comfortable self-complacency which is

sometimes attributed to the self-educated man. The, to me, uncomfortable fact that I never even entered college, I have through all these years honestly faced and deeply deplored. The genuine regret which I have felt has supplied a large part of the conviction and inspiration under which I am now working for the increase of faith in the value of the college on the part of the average American citizen and parent. By voice, by pen, by example, in the ordering of my own son's education, and by the Chautauqua service, I have for many years devoted my energies to the cause of the higher education; and I make this statement concerning my relation to the college to place myself with the advocates of liberal culture as against the mistaken and mercenary theory of the utilitarian; and thus I make humble protest against the pitiable vanity of those self-educated men, who, not content with making boast of personal achievement, depreciate educational advantages which they failed to secure."

TRAIN CHILDREN TO THINK.

NO teacher can be truly successful who fails to awaken in his pupil that interest and spirit which will lead them to investigate a subject carefully and to think patiently. A prominent aim of the instructor should be to teach his pupils how to study, and encourage them to surmount difficulties. But it is too often the case that the teacher does that for a pupil which he ought to do for himself. This may be much easier for the teacher, but it is not for the scholar's best good. It will not educate, nor will it awaken thought. The true way is to lead and encourage pupils to rely upon their own powers and resources.

Let the teacher never forget that it is not what he does for his pupils so much as what he induces them to do for themselves, that will prove truly beneficial and helpful to them. Let him, in view of this, seek to inspire them with confidence in their own powers and resources. Let them be made to feel that they *can* do, and in most cases they *will* do. But care should be taken not to leave them to feel discouraged. Let them be cheered by kind words while they are required to make further effort. A few kind words or a little indirect help, pleasantly given, will accomplish wonders; while a cold repulse, or aid reluctantly or sourly given, will dishearten. John, for instance, goes to his teacher and says, "Will you please to show me how to perform this example? I don't understand it." "No," says the teacher tartly, "study it out for yourself; you don't need any help." John passes to his seat, feeling dispirited, and repulsed by one who ought to be his friend and helper. He has also no heart to apply himself with earnestness to his work, and so when called to recite he makes a failure, and is severely censured by his teacher. He becomes discouraged, and loses interest in his school and its lessons.

William has a different teacher; no more accomplished than John's, but he is full of love for his work and full of sympathy for his pupils. He understands human nature, and boy-nature in particular, and inspires all under his care with a spirit of confidence and self-reliance. William approaches him and politely requests aid in solving a problem. The teacher carefully reads the example, giving all proper emphasis and expression. The very reading imparts a little light. In pleasant and encouraging tones the teacher says: "William, this example is not so plain and simple as many others, but I think with a little patient thought you will get it right. Read it over very carefully and ascertain just what it means, and I think you will get at the proper solution; if not, come to me again." William passes to his desk with a light heart. He feels strengthened and encouraged by his teacher's kind manner and pleasant words. With earnestness he applies himself to the example, and soon all becomes clear. He has not only solved the given problem, but he has gained confidence and power which will be of future help. He has taken a step in developing his thinking powers, and gained in self-reliance, while his teacher has shown his skill by inspiring him to persevere in the line of proper effort.

Let it not be forgotten that every effort which will tend to develop and bring into activity the pupil's mental resources, will prove of far greater importance than the formal hearing of set lessons. See to it, teacher, that your pupils learn how to study and to think, and then they will acquire knowledge. So far as possible encourage them to get a clear and accurate understanding of the subject under consideration, and then require them to express their thoughts and views in their own words. Pupils who have learned how to study and think, and, in a measure, to give proper expression to their ideas, have made great advancement in education, though their studies be few or many. *Exchange.*

ESSENTIALS IN EDUCATION.*

WHAT TEACHERS MAY AND SHOULD ACCOMPLISH FOR THEIR PUPILS.

FELLOW TEACHERS: How often has the true teacher—the teacher who has a reverent sense of his vocation and the responsibilites involved therein—asked himself: "What have I done to help my pupil solve the problem of his own life, the solution of which depends so entirely upon his own self-activity and thought?—what guidance have I given him, what obstacle have I removed from his pathway, what inspiration have I sent glowing into his soul to become there an abiding aspiration for good? I have but a very small segment of his life to work upon. On the one side is the family, much nearer to the child's heart than I can be, and with a cultivating power more far-reaching than I can command. On the other hand is the social world, reaching in upon the child's life in ten thousand forms, and with forces over which I have but little control. What help then have I been able to give? and what warrant have I that the little given will in any sense be permanent and effective?"

Questions of this kind cannot be answered when we narrow our vision to any merely specific end, such as this trade, or this profession, or this industry, and so forth, and so forth. Unless we reach some higher test of success, our whole work may seem to us a complete failure. Let us again ask the question, each one of us, "What have I done as a teacher in primary educational work, to help my pupil to a life of intelligent activity in the world that confronts him?"

First, If he has gained the power of reading fluently, he has been saved from a crippled life. By reading fluently I mean the power to grasp thought in its visible forms, as promptly and clearly as in its audible forms. No child can gain this from the school of experience. He cannot reach it by social intercourse, and yet it gives the very bread of intellectual life. How many obstacles you remove from his future path by giving him the mastery of this simple "R!" With what a significant instrument have you furnished him for the subsequent activities of his life! You have given him a key by which to open at will the door leading into the treasure halls of a world of rational being—a world more real and significant than the whole material orb upon which he lives.

Suppose he travels, visits London, for example. What are the stones of its streets, its innumerable walls, its busy throngs, but a vast panorama of material things to him who has had no power to read? But to him who through your efforts gained that power and under your inspiration learned to use it, another world appears, and claims his regard, and fills the eye of his mind, and reassures him of the spiritual dignity of man. Chaucer, and Spenser, and Shakespeare, and Bacon, and Milton, and Lamb, and a thousand others, pass in quick procession before his gaze. The whole literature and history and glory of England, our mother land, which can never vanish, join with the scenes before him, and make his survey something more than the idle pilgrimage of a tramp.

You have thus, I repeat, given to the child an instrument of incalculable significance for his whole future life, in relation to which all preparatory work, for merely specific ends, becomes at once subordinate. I grant this learning to read may in part be gained through the family; but the father, as head of the family *ad extra*, has fields of labor that almost forbid close and systematic attention to such common school work within the household. The mother, as head of the family *ad intra*, has household duties which, for the most part, alike forbid such work. *You* must do it, and must make the school, in this respect, properly supplement the family. Do not allow yourself to neglect it. Put your strength to its utmost for thoroughness here,—which is of the utmost importance—and let no theoretic crank switch you off the track that leads to the mastery of this first great "R."

Again, the child's life will be crippled if he cannot *write* with ease. I do not mean merely penmanship, although this of course has its place; I mean the power of expressing thought in visible forms as promptly and clearly as in audible forms. This second "R" (phonetic) is closely related to the first, for how could we read unless some one had first written? What would the whole past world—I mean the rational world of history—be to us without the fact that through writing it had expressed itself? How many men we all know who have but little difficulty in conversation, but are troubled and cramped when it comes to writing, and twist alike their bodies and their sentences, and wrestle in agony almost before they can get their thought on

* Address by Dr. E. E. Higbee, State Superintendent of Public Instruction, at the Lancaster County Institute. Reported by Mr. J. D. Pyott, Lancaster, Pa.

paper. Save your pupils from this. Help them to the power of a full, free expression of themselves through the pen. 'Tis no easy task, and will require time and great thoroughness before any proper mastery of this second "R" will be gained by your pupil. But you cannot neglect it. The child cannot gain it in the school of experience. No social intercourse will bring it about. Savages are astonished at first with the wondrous miracle of "talking papers," and it is almost miraculous as an element of the world's cultured civilization.

The third "R" (by apheresis) is Arithmetic. He who cannot perform the ordinary calculations of arithmetic promptly and accurately is, to that extent, crippled for life. The child must learn it in school. Some mastery in numbers he may gain by ordinary observation, I grant, reaching beyond what animals may do. Notches on a totem pole, or knots in cords, or disposition of beads on strings, make some advance in savage life. But such a mastery of numbers and relations as will open the way for the great science of mathematics, so indispensable to modern civilization, demands the most thorough care of our common schools; and you have given to the child a power and an impetus of immense value when you have brought him into the mystery of *ciphering*. A little observation will be sufficient to show you what a large measure of ignorance there is among men in this respect.

There is another "R" I desire to add here. It is Roadside Study—the science of observation. If you have given your pupils in early youth the power, although it be very feeble, of classification—the power of seeing and co-ordinating things with the eye of intelligence—the power of getting beneath mere surfaces into the law and order of the world—the power to find "tongues in trees, books in the running brooks, sermons in stones, and good in everything" —if you have done this, although only in the most rudimentary form, you have helped the child to a rare gift, the value of which in subsequent life he will recognize and most gratefully prize. We begin, it is true, with the eye of sense; but we must proceed and unsense the mind as it were, that the invisible truth may shine in through the lens of thought upon the soul.

Again, there is another sphere of life which demands attention, and if, as a teacher, you have enforced its signficance upon the child, you have been of great and permanent service to him. I refer to that sphere of life which finds expression for itself in art—where the beautiful works in upon the imagination and through it comes to utter itself in form. Let me emphasize one form of art, which should be in every school, viz., Music. Here the whole material of sound under the inspiration of the beautiful, is organized into form, through the imagination which gives utterance to the wondrous realm of emotional soul-life. The child, of necessity, is brought into contact with it. It is in the lullaby that hovers over the cradle, in the ballad that lingers by the hearth-stone, in the thankful songs that fill the sanctuary. We must not by our neglect deprive the child of proper culture in this direction. The beautiful must be made, so far as in us lies, to challenge the child's regard, to break through the harsh crust of the actual and bring forth into utterance the ideals that slumber deep within his soul, just as the sunlight of Spring pierces through the sere and rough leaves and bark, and calls forth bud after bud into the glory of their blossoming. Even if you have not been able to give any systematic instruction, you must use the art itself for the disciplinary power that it contains.

I have called your attention to these seemingly little things, that by recognizing how great they become, and how lasting their service, you may not be discouraged when asking yourselves, as teachers of the elementary branches of learning, what you have accomplished in your work.

ADDRESS AT OPENING OF INSTITUTE.*

OF MORE THAN LOCAL INTEREST.

THE first teachers' institute in Bucks county was held in this borough in 1854. This was soon after the election of our first superintendent, the now venerable Joseph Fell, of Buckingham, who is still spared to us, and whom we expect to see here next Thursday. In that institute he was assisted by Prof. Charles W. Sanders and Dr. Hogeland. Mr. Fell says, "The institute was a success. At its close 'the sun made a golden set,' and all were not only pleased, but jubilant."

From that year to this institutes have been held in Bucks county every year, although they were not required by law until 1867—thirteen years after the creation of the office of county superintendent. This, therefore, is the thirty-third annual institute of Bucks county, and should have been so designated in the circular.

We meet to-day well-organized, and expectant; with a history behind us, and the glowing hope of achievement before us. We meet not

* Address at the opening of the Bucks County Institute at Doylestown, October 11, 1886, by Co. Supt. W. W. Woodruff.

to talk of our trials and discouragements so much as to listen to men of experience and culture, that we may appreciate the dignity of our calling, and may fit ourselves for a noble work that should be nobly done.

That we may enter on the work of the week with a somewhat clear conception of our needs, we shall occupy a little time in setting forth as clearly as we may, and somewhat in detail, the educational condition of our county. Our standing is not one of which we can be very proud, but it is one for which teachers and directors are largely responsible, and which they alone can change. We shall therefore ask the attention of the teachers now to what we have to say, and of every director in the county who may read these remarks. We shall hope to greet a large delegation here on Thursday to consider important questions relating to the improvement of our public schools, and to them we shall have more to say on topics omitted here.

As most of you are aware, a circular was last winter sent to every teacher of Bucks county, asking for answers to some twenty questions. The questions related, among other things, to the number of pupils in the schools under six years of age; the average age of pupils; whether the district or parents furnish books; whether the teacher is furnished with books; what reference books are furnished; the condition of outbuildings; the number of directors who had visited the school; the number of visits received, and the aggregate amount of time spent in the school by directors. Inquiry was also made as to whether physiology and hygiene had been regularly taught; how much time had been spent daily in teaching the various branches of study; in how many schools the pupils use the English language when at play; whether teachers could speak Pennsylvania German; what were the chief hindrances to successful work in the respective schools, and finally what suggestions teachers were inclined to make in regard to the improvement of the county institute. These interrogatories were sent to the 279 teachers of the county, exclusive of Bristol borough, which being under another superintendency, is not included in any of these statistics. Of these 279, 274 were returned with answers, the sum of which we will here give with remarks and observations, critical, explanatory and hortatory.

It appears that there were last year 472 children under six years of age attending school in Bucks county. This is contrary to law; but it is a matter not easily regulated. Often the school is small, and the teacher is pleased to have these children of four or five years attend. Then parents are often anxious to send them—sometimes to have them learn, and sometimes, probably, to have them taken care of. Where the school is large the sending of these children is an imposition on the teacher and an injury to the school, and should be resisted by the teacher, sustained promptly and firmly by the directors. The superintendent has never interfered in this matter beyond stating the law; but has left it to the teacher and directors.

The average age of the pupils in our public schools is ten years and three-fifths. Books are furnished by parents in 15 districts; by directors in 14, and by both parents and directors in 9. We most emphatically favor the supplying of all books by the district. It is twenty-five per cent. cheaper, uniformity can be more easily secured, and the books, being under the control and supervision of the teacher, are better cared for. By so doing the burden falls upon all who pay taxes, and not exclusively on the parents of the children. For thirty years the legality of the purchase of books by the district was in doubt, as the courts of the state had directed the question both ways. But by act of the Legislature the question is now settled in favor of the purchasing of the books by the district. Most of the schools in the county are fairly supplied with apparatus. Nearly all have globes and outline maps, and 28 out of the 38 districts are supplied with Webster's or Worcester's unabridged dictionary. Small dictionaries, with but two or three definitions for each word, and with the pronunciation of each word given, would be a good investment. It is not every one who can read, that knows how to use a large dictionary and discriminate the definitions. Our opinion is that comparatively few teachers make much use of globes, or astronomical apparatus. Lessons from globes cannot be learned "by heart," and recited. Even outline maps are neglected, often, or used to little purpose.

The reports in regard to outbuildings sum up as follows: Good, 85; middling, 149, bad, 24; horrible, 12. This report would have been much better had it been a year later, as we have seen on our recent calls at the schools, that very great improvements have been made in many of the districts since the last term closed. By the influence and co-operation of teachers with directors much may be done in this matter for the comfort, health and improvement of the children.

On the subject of school visitation the teachers' reports show that the 228 school directors made 1587 visits to the 274 schools that reported, and that the total amount of time spent by all the directors in all the schools was 1533 hours. The law requires the directors to visit each school at least once a month by one of their number; making for Bucks county 2192 visits as the *minimum* number. So the directors have fallen short of this *minimum* requirement of the law 605 visits. But this exhibit does not show the real state of the case. Eleven schools were not visited by a single director during the term; and 67 were visited by but one. In nine districts the visits averaged up to or above the *minimum* requirement of the law. Alphabetically the number of visits and hours spent stands as follows: Bensalem, 8 schools, 10 months, 94 visits, aggregating 66 hours. Buckingham, 11 schools, 9 months, 125 visits, 184 hours. Doylestown township, 6 schools, 9 months, 71 visits, 48 hours. Dublin, 1 school. 6 months, 10 visits, 4 hours. Langhorne, 2 schools, 9 months, 51 visits, 22 hours. Morrisville, 4 schools, 10 months, 78 visits, 78 hours. Newtown borough, 4 schools, 9 months, 105 visits, 54 hours. Newtown township, 4 schools, 9 months, 63 visits, 87 hours. Sellersville, 3 schools, 9 months, 42 visits, 36 hours.

The districts standing lowest are Bedminster, 13 schools, 6 months, 35 visits, 44 hours; Bristol township, 7 schools, 9 months, 12 visits, 8 hours; 2 schools not visited. Doylestown borough, 7 schools, 10 months, 29 visits, 13 hours; Durham, 8 schools, 8 months, 8 visits, 5 hours; 3 schools not visited. Middletown, 5 schools, 9 months, 12 visits, 15 hours; New Britain, 9 schools, 7 months, 26 visits, 28 hours; 1 school not visited. Perkasie, 2 schools, 8 months, but not a visit to the schools during the year, although there were six directors living within five minutes' walk of the schools. Richland, 8 schools, 8½ months, 32 visits, 36 hours; Southampton, 6 schools, 9½ months, 11 visits, 10 hours; and, finally, Warwick with four schools, 8 months, 5 visits, 9 hours, all made to one school, and the other three schools of the district not visited.

Such is the record of visitation by directors in the best visited one-fourth, and the poorest visited one-fourth of the districts of this county. The other districts—one-half in number—have all done better than these last, but all below the *minimum* requirements of the law. The number of visits should at least equal the product of the number of schools multiplied by the number of months taught.

But you are asking how many visits has the Superintendent made, and how much time has he spent in the schools? It is a fair question, and shall be answered. He made 490 visits to the schools of the county during the year, and spent in them 484 hours. So it appears that the 228 directors visited the schools a little more than three times as much as the one county superintendent. But you say that the superintendent is paid for his labor, while the directors serve without salary. Let us see! The secretary of each board has a salary, and the treasurer a percentage. The aggregate of the salaries of secretaries last year was $1127.50. The percentage on the money collected was $2423.-62, making $3551.12 as the aggregate fees of these two officers. These two paid officers are generally passed around so that each director has an opportunity to hold one of them one year during his term of three years. So we have $3551.12 divided every year among 228 men. This will average $15.57 to each man. So while it may be true in words to say that school directors in Pennsylvania serve gratis, it is hardly true in fact, as the average to each director is over $15. If some get less, others get more. The average pay to each director in Bucks county for the last year was $2.23 for each visit made to the schools.

We have presented this subject somewhat in detail, as a basis for urging upon the directors a more systematic and thorough method of school visitation. The law authorizes each board to appoint one of its members as district superintendent, and pay him from the funds of the district. Where this is done the material wants of the schools are better understood and supplied, the teachers become more observant of the deportment and progress of their pupils, and all are excited to greater care and diligence. The extra expense is slight; the results of such definite and authorized supervision would be manifest at once.

Physiology and hygiene, with especial reference to the effects of alcohol, narcotics and stimulants on the human system, was taught in all the schools of the county with varying success. It was as well taught, however, as any other branch, and the teachers at the recent examinations acquitted themselves well in this branch of study, and vindicated the wisdom of the Legislature in allowing them to teach physiology one year before being examined in it. We expect great and good results to follow from this study if it is properly taught. Some would subordinate a very broad and useful science to one idea, that of temperance. We are not of that number. Any book on hygiene, to be thorough and scientific, must be emphatic on the subject of alcohol and narcotics; but it must also treat largely of many other things, such as foods, drinks, clothing, ventilation, drainage and heat; and to direct the whole course of instruction toward one or two evils is to take a very narrow view of a very broad and all-embracing study, and one fraught with a large dispensation of good to the community and posterity.

In this connection it becomes our painful duty to say what we regret is too true, viz., that some of our teachers, while teaching from the book the injurious effects of tobacco, are, if our senses serve us, addicted to the tobacco habit. We wish we were without evidence that some of the teachers do not stop at *narcotic* stimulants.

Another important subject connected with the interests of the schools of Bucks county is that of the German language. As ascertained from the teachers, there are in the county 51 schools in which the children speak Pennsylvania German when at play, 191 in which they speak English, and 37 in which both languages are used. There are 112 teachers who can speak Pennsylvania German, and 167 who speak only English. Of the 112 who speak Pennsylvania German, 44 are teaching in schools where the children speak English. Of the 167 teachers who speak only English, only 6 are teaching where the children speak Pennsylvania German. There are 9 English and 28 German speaking teachers in schools where both languages are spoken by the pupils. These figures may seem to indicate a prejudice of the English in favor of the Germans, and of the Germans against the English, in the ratio of 44 to 6. But the truth is that the matter of language has very little to do directly with the distribution as given, and there is little or no prejudice on either side against English or Germans, as such.

Speaking generally, the schools in English districts have longer terms and pay higher salaries, and the German teachers get them if they can; while the schools in German districts have shorter terms and lower salaries, and English teachers take them only when they must. The result of this is, exceptions excepted, that the English get the better class of the German teachers, and the Germans the poorer class of the English teachers. The remedy for this state of things is with the German districts, and they can

find it only in longer terms and higher salaries, and then in selecting the best talent that offers. There is a steady growth in this direction, but it is slow. Comparing twenty-five years ago with the present time, we find that ten districts in the German portion of our country have lengthened their school term, varying from two-thirds of a month to three months, and that only one has shortened it by half a month. The average increase is about a month and a half, and the average increase of teachers' salaries is a little over 45 per cent. One district then paid males $22 and females but $11 a month. The same district now pays $32 without regard to sex.

It has often been an amazement to me that German parents are not more anxious to have their children speak English. We are an English nation, our legislation is in English, our courts are conducted in English, all public and nearly all private business is conducted in English, and the road to office and honor must, for the most part, be through the English language. All admit that German as spoken in Pennsylvania is a rude and inadequate vehicle of thought. It is a *patois*, not a language. It has no literature worthy of the name; and it is not elevating and inspiring by its history and associations. Not one child in forty of those who attend the public schools learns to read German; they only speak it. They have therefore no German books to read, and they can not read English so as to get the sense and enjoy it. Therefore the children are left with no means of getting instruction or entertainment from books; and it shows the naturally good qualities of the German stock that more of the young people do not give themselves up to such low and base pleasures as are within the reach of all. Yet demagogues will try to flatter these people by saying, "Stick to your language," when every intelligent German knows and admits that Pennsylvania German is an incubus that rests with appalling weight upon every aspiring youth whose early years knew no other speech. We know that it will be easy for any who may be so disposed to find fault with what we say, by misrepresenting our sentiments; but we have discussed this subject fully and freely with the intelligent Germans of this county, and of other counties, and teachers have talked with us freely and feelingly about their struggles to "cast out this bond-woman and her son" of early habit so as to mouth with ease and purity the common forms of English speech. But the habit holds them like the "old man" in the 7th of Romans, until they sometimes are ready to cry out, "Who shall deliver me from the body of this death!"

English will be the language of the United States. The future is certain, and all should cooperate to bring it near. Northampton township, in this county, was settled by the Dutch, and since the Revolutionary war the preaching there was in Dutch, as the records show. But the language has died out. The names—the Van Horns, the Feasters, the Vansants, etc.—are there, and many of them have the Bibles of their great-grandfathers, which they can not read; but only now and then can one of their descendants be found who has any knowledge of the language which his ancestors brought from Holland. So it will be with the German throughout Pennsylvania, and with all other foreign tongues now spoken in our land. We shall not live to see this accomplished, but the railroad, the telegraph, the telephone, the enterprise and competitions of business, and last, though not least, the common school, are all contributing to hasten the day when not only in Bucks county, but all over the land, we shall be of one speech and one language.

A minister who preaches in both German and English said to us that some of his people excused themselves for not attending church by saying that they could not understand English. But he said he never knew them to stay away from market because they could not understand the English of those who wished to buy. But I rather sympathize with the German farmer in this matter. He learned the words of duty, of love, and of reverence, in German, from his mother's lips, and German seems to him the language of the heart. He learned about the markets, the cost of chickens, the price of butter, etc., from his school teacher, his newspaper, or the mercenary middle-man, in English, and English seems to him only the cold language of the head and of business. This principle, we take it, underlies the tenacity with which our German people adhere to German preaching for their children. We are sorry they do not see the matter differently, yet we respect the prompting sentiment.

The next inquiry addressed to the teachers was, "What are the chief hindrances to successful work in your school?" The answers, with a few exceptions, reveal an inadequate conception, both of the work to be done and the qualifications necessary to its successful accomplishment. The answers, taken altogether, give us a painful sense that most of the teachers are "keeping school." But this is not surprising when we see how many are beginners. Of the 279 teachers who taught the schools of the county last year, less than 50 were teaching when we entered upon the duties of the superintendency of the county. In looking for the "chief hindrances," 61 teachers found one in the want of apparatus; 80 in irregular attendance; 40 in want of interest on the part of parents, and 16 in want of interest on the part of directors. One said he could remedy any hindrances; another replied brusquely, "I know of none;" another said, "I don't know." This is hopeful. A few other hindrances named were "want of books of reference;" "position of room;" "peculiar prejudices;" (whatever that may mean), "school too small;" "school too large;" "lying and dishonesty;" "nothing in particular;" "diversity of talent in pupils;" "conceit of parents;" "degenerate character of pupils;" "whispering;" "don't know how to get at it;" "self-righteousness of the people;" "too many grades;" "sickness;" "none at all." Eighteen out of the 274 who reported found the chief hindrance in the teacher. I have here a list of their names, and if I should read it you would

recognize among them several of our best teachers. The other 256 found all the "hindrances" outside of themselves. "Know thyself." One of the 18 wrote, "I think I lack the power to govern well, and I feel the need of a broader knowledge than I have—such as is not found in school books." This person is teaching the same school this year, and, of course, with increasing success. Fifty-seven named as the chief hindrance Pennsylvania German.

The last inquiry was for suggestions for the improvement of the county institute. Of the 274 who made response and answered all the other questions, except in two cases, 179 passed this question without remark. Of the 95 who answered it, about two-thirds spoke in praise of the last institute, and had no suggestions to make. Of the other third, say 30 or 40, some were quite elaborate in their remarks. A few of the more brief suggestions were, that at the opening we should have an address of welcome and responses; that the teachers should do more of the work; that the younger teachers should tell their experiences; that the institute should be held in August; that we should have more drawing; that we should have classes taught before the institute; that we have instruction in physiology from real animals; that more instruction be given by the county superintendent; that we have methods of teaching English to German children; that more attention be given to spelling; that teachers have free tickets to evening lectures; that we have more elementary instruction; that we have a division of the institute; that we ask more questions, and have practical instruction in mathematical geography.

While we have not been directly aided to any great extent by these suggestions, the result has gone far to satisfy us that substantially the course that has been pursued, with incidental variations, is, upon the whole, satisfactory to the main body of the teachers. So we let the suggestions made go for what they are worth. On one of them, however, we will say a word;—it is the suggestion that the teachers should do more of the work. This criticism is often made. If it is meant that the institute should be turned into a normal school, and the teachers be working pupils, and be held responsible for lessons, or if the institute is to be a model school where teachers shall experiment as apprentices under the oversight and instruction of the professors, all we have to reply is that the idea is not practicable. If it is meant that teachers of limited experience, and who have not been able to command more than $40 a month, should occupy the time of the institute, while teachers of masculine energy, superior culture, and long experience, who can command salaries of thousands, sit by and listen, we can only say that the idea is preposterous, and were it not for a love of self that is not born of the highest wisdom, such a proposition would be considered the last edition of absurdity. If we could afford it, we would like to explode this notion by putting it to the test. I have here the names of the teachers who thought that the teachers ought to do more; and in a week or two we may be able to add to that list a number of editors who think the same. Should I call on these teachers to come forward in the institute and exemplify their theory, I fear it would be a repetition of the old fable of the rats who voted to put a bell on the cat. The vote was unanimous; but no one was found to execute their will. Perhaps you say that A, B or C—leading teachers—should give instruction. But A, B and C are the very teachers who said the greatest hindrance in their schools was the incompetent teacher; and they would be among the last to come forward voluntarily and attempt to give thorough instruction. He only has the right to govern whose attributes of character best qualify him to secure the end of government; and he only has the right to instruct whose endowments, culture, and experience best qualify him to give instruction.

But it is time to close. We have thus stated the situation in Bucks county, that those who are to be our instructors, and those who are to be instructed, may work together more intelligently.

We have a week of hard work before us, and with this corps of able instructors, and these favoring circumstances, we ought to secure an inspiration that shall quicken our zeal and increase our efficiency during all the coming year. But there must be an aspiration before there can be an inspiration. If there is life there must be growth. He who is not advancing is retrograding. We must ever be conquering new power if we would securely hold what we have already won. There is but one road to intellectual eminence and success, and that is labor—application. So while we shall rejoice in all your social joy, and hope that nothing may occur to mar the pleasures of the week, we should fail in our duty were we not to exhort you to punctuality, earnest effort, self-control, patience, self-denial, forbearance, temperance, seasonable hours, cheerfulness, and *charity towards the Superintendent.* "If there be any virtue if there be any praise, think on these things."

MENTAL PICTURES.—Encourage pupils to form a mental picture, and then question them concerning it. In this way the teacher can aid in making the thoughts vivid; she can thus create a clear thought, which is the foundation of a clear statement. Suppose the teacher has suggested to the pupils to look out in imagination upon a large body of water. She may put to one pupil questions like the following: "Over what body of water are you looking? Is the day clear? Does the wind blow? Does it ruffle the water? Does it bring a salty smell? What color is the water? Is it dazzling? What do you see on the water? Is it far off? Is it moved by wind or steam? Why do you think so?" The kind and order of the questions will depend upon the answers given. The teacher must correct false notions and see that harmonious ideas are associated. *American Teacher.*

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, DECEMBER, 1886.

E. E. HIGBEE. . . . . J. P. McCASKEY.

'Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE next meeting of the National Educational Association will be held at Chicago. Favorable arrangements have already been made with all the railroads centering in the city. A National Educational Exposition will be held in connection with the Association, which will be an imposing exhibit.

AT the close of the Potter County Institute a handsome gold watch and chain were presented to Miss Anna Buckbee, County Superintendent. To Supt. W. W. Woodruff, of Bucks, the Institute at its closing session, presented a full set of Appleton's American Cyclopedia. Practical illustration in both cases of the life motto of Montefiore, "Think and thank."

THE newly-appointed assistant inspector and examiner of Soldiers' Orphan Schools is Miss Myra Simmons, of Harrisburg, daughter of Col. S. G. Simmons, of the Fifth Pennsylvania Reserves, who was killed at the battle of White Oak Swamp, in Virginia. She succeeds Mrs. E. W. Hutter.

ROBERT COLLYER well says: "Never say that the past is better than to-day; but read the new books, understand all the new ideas, and keep to your faith in God and in man, and in the victory of good over evil."

THE salaries of the Philadelphia teachers are too low, much too low; and the city is unfortunate in that its Board of Education must look to the Councils for money to carry on the schools. We trust that the earnest effort now making for a general advance may be successful. It is no credit to the great city of Philadelphia that she should stand at the foot of the following list of cities, in the yearly salary paid to her teachers: San Francisco $980, Boston 933, Cincinnati 728, New York 707, Chicago 705, Dayton 698, Columbus 672, Washington 671, Springfield 641, Newark 638, Milwaukee 631, New Haven 614, Minneapolis 607, St. Louis 607, Albany 606, Brooklyn 606, Kansas City 606, Detroit 605, Indianapolis 601, St. Paul 599, Providence 595, Louisville 595, Buffalo 588, Baltimore 576, Nashville 570, Philadelphia 517.

IN signing petitions addressed to the Legislature, it is important that they be signed in duplicate. One copy must be addressed to the Senate, and another to the House of Representatives. Many persons do not see the necessity for this, but it will be apparent at once when it is remembered that the two Houses are distinct branches of the Legislature, and that petitions must be presented to each without reference to the other. This should not be forgotten.

THOUGH this paragraph will not be seen by our readers until after the day has passed, we think it proper to quote the following from a notice by Supt. S. B. Shearer, to the teachers of Cumberland county, as published in the local press of that locality:

"The President of the United States having proclaimed Thursday, November 25th, as a day of National Thanksgiving, we would repeat our suggestion of last year. As Superintendent of common schools we would recommend commemorative Thanksgiving exercises by every school in the county. Have them on Wednesday afternoon of the preceding day. Make them of a miscellaneous character. Some appropriate declamations, recitations, readings, essays, history of the day, songs, addresses, dialogues, etc., will give variety and profit. Invite your patrons, directors, ministers, and persons interested in the well-being of the children, to encourage and cheer them. In towns and villages several schools may unite. If there is one blessing above another for which we should be devoutly thankful, it is the glorious gift of free schools. Let every faithful teacher impress the lessons of the day upon the plastic minds of his pupils, and tell them of the abundant blessings we have received from the Giver of all good during the past bountiful year."

THE observance of Arbor Day in October was more general than we had anticipated, and in some localities the work reported has greatly exceeded our expectations. It is gratifying evidence that many Superindentents, Teachers and Directors are interested in this most profitable direction. Let this growing interest spread and deepen until the day shall be generally observed at least once each year by every school in the State, and Pennsylvania will have still another, and most potent, reason to be grateful for her Common School System.

ONE of the most interesting features of the recent session of the Chester County Institute was the presentation of prizes offered by the West Chester *Local News* to the schools of the county for the best Arbor Day work done and reported to that enterprising newspaper before the time of holding the Institute. The prizes were presented by W. W. McElree, Esq., of West Chester, whose remarks were much as follows:

It is the custom of the *Daily Local News*, as old as the paper itself, to offer prizes to the best three essays written by the teachers upon subjects assigned by that paper. Last year it substituted maps for essays, and this year it offered prizes to the schools of Chester county which should best observe Arbor Day, and should furnish the *News* with a full account of the observance. Twenty-one schools competed. The examiners confess that the reports handed in astonished them. Neither they nor the donors anticipated such an observance, The exercises in every instance were interesting; in some cases elaborate. The reports were well written, and the drafts showing the location of the school house, the fences and the trees, were worthy of the pupils of Prof. Montgomery. All the accounts indicated that the scholars enjoyed the day, and gave their efforts primarily for the object, and secondarily for the prizes. The examination of the reports involved a great deal of labor. The matters considered by the examiners were: First, the number of trees planted; second, the variety of trees planted; third, the character of the exercises; fourth, the age of the scholars. The examiners have awarded the prizes as follows:

1st Prize—Full set of Chambers' Encyclopadia to Rockville School, Honeybrook township, Miss Katie Hird teacher.

2d Prize—Twelve volumes of books for children, to White school, Uwchlan township, Miss Mattie J. Acker teacher.

3d Prize—Framed engravings of Whittier and Longfellow to Bradford Heights School, West Bradford township, Miss Ida R. Conner teacher.

In looking over these books I notice some familiar faces. Here is "Little Lord Fauntleroy," who honored us with his presence last year. Here is "The Old Fashioned Girl," of Louisa M. Alcott, and here, too, is the genial face of Tom Brown, who desires me to say that he is pleased to notice this observance of Arbor Day, for when he was a boy the scholars of his day had a little smattering of French and could deliver opinions, such as they were, upon high art, and the various schools of painting, but not one in twenty knew anything about their own lanes, meadows, or woods. Not one in twenty could tell you where to find the wood-sorrel or bag bean.

Allow me to express the hope that the trees you have planted may grow straight and beautiful, and may the woodman spare them all.

In addition to the above prizes, the publisher, through Mr. McElree, announced that the *Daily News* would be sent to all the other competing schools during the coming six months.

PROGRESSIVE LEGISLATION.

CLOSE DISTRICT SUPERVISION SHOULD BE MADE PERMISSIVE, NOT MANDATORY.

THE fall and winter term of the common schools has opened under unusually favorable and auspicious circumstances, and from nearly all points throughout the Commonwealth, all along the line of operations, comes the cheery sentinel cry, "All's well!" The increased attendance of school children; the larger amount of teaching talent seeking a foothold in the profession; the enthusiasm, popularity, and increasing usefulness of Teachers' Institutes, and their strong hold upon the approving confidence and sympathy of the public, all testify to the effectiveness of present educational effort, and justify sanguine but circumspect confidence in a most hopeful future.

Whilst the schools have thus opened their annual sessions, and are proceeding with deliberate and systematic industry to achieve the best results that existing facilities and resources will permit, the near approach of the next session of the Legislature brings to the front the thoughtful consideration of what can and should be done in that quarter to "lengthen the cords and strengthen the stakes" of the great organization under which our schools are operated. As our common school system is a growing one but has not yet completed its growth, and has reached its present imposing proportions by the slow-moving development of half a century of assiduous work and patient waiting—crystallizing, at successive stages, public sentiment into legislative enactment—and much yet remains to be done, it follows as a self-evident proposition that the educational forces of the State, whether organized or individual, cannot rest upon their oars in placid contentment with what has been achieved in the historic past, but should be prepared to unite their efforts and influence in support of judicious and well-considered measures to complete the symmetry and round out the full proportions of a State school system that in its general structure and capabilities is inferior to none. There is no better time than now to add finishing touches that are obviously proper, and commend themselves, on principle, to the general judgment as expedient and necessary.

One item of unfinished business that yet remains to be disposed of, is provision for the *closer supervision of the schools*, to make them more uniformly efficient and progressive, and yet leave that supervision in harmony with the general organization of our school system as it now stands. Under existing laws local superintendents are elected in cities, and in boroughs of five thousand population and upwards.

The School Boards of all other districts—and they constitute the great majority—are without any such authority, and therefore powerless to act, however desirous some of them may be to move in that direction, and however pressing may be the wants of the districts in that regard. The constructive authority of school boards to make the Secretary a virtual district superintendent has been negatived by the Supreme Court, not from any objection to the office itself, or any doubt of its usefulness, but because there was no sufficient warrant in the letter of the law for it to rest upon, and that high tribunal courteously referred the question to the Legislature for appropriate action. Districts in which the Secretary acted as superintendent thus received a discouraging setback, and very naturally desire to recover lost ground. Other districts where local supervision by an executive agent of the Board has never been adopted, are willing to give the experiment a trial if they can be legally sustained in doing so. The sagacity and forecast of these public-spirited School Boards should be recognized, and discretionary power put into their hands to enable them to build up the schools under their charge, that by their superior excellence they may become an augmented blessing to the children who, in most cases, receive their only training there; and at the same time set an example to less enterprising localities.

The best way to recover lost ground, and to pave the way for the early extension and ultimately uniform establishment of local supervision, is very simple and feasible, in harmony with our traditions and the habits and self-governing capacity of our people. All that is required is a brief but carefully-worded enabling act, authorizing, *but not compelling*, the School Boards of all districts not now provided for by law, whether boroughs or townships, to elect, as district superintendent, a competent professional teacher to inspect the schools of the district and perform in behalf of the Board such other executive duties as may be devolved upon him; and to report the condition of the schools once a month to the School Board and to the County Superintendent, in such form as may be prescribed by the Superintendent of Public Instruction. The act should also authorize the Directors of two or more school districts contiguous or lying near each other, whenever they can agree, to unite in the joint election of such district superintendent to perform the same duties at such reasonable and just compensation as may be voted him, to be paid *pro rata* by the employing districts.

Under such a law local supervision would be established at an early day, in many of the more advanced school distrcts, where the number of schools would justify it, and circumstances should be otherwise favorable; and in the course of time, if not at the outset, after they have had time to look at it and estimate and weigh its educational and pecuniary advantages, districts lying near each other will be found willing to club together for the common benefit; there being no room for entanglement about anything except the election and salary of the supervising officer; the condition of the schools of each district being of course reported to the Board under whose charge they are, and not the joint boards.

This plan relieves the Legislature on the one hand from the responsibility of making a procrustean bed for all the school districts alike, notwithstanding radical differences in local circumstances and sentiment—and on the other, from declining to enact any law at all upon this subject, of the utmost importance to the increased efficiency of our school work. It presents a middle course that is practicable and will in the end be successful. Such movements, when once started, often go forward much more rapidly than could at first have been anticipated.

Our school system was started by allowing the people of each locality to accept or reject it; and it kept spreading in just that way, until in 1849 the Legislature declared its general acceptance. The question of grading the schools, and establishing grammar and high schools, is left to the judgment of the directors of each district, and their action interferes with no other district. The question of free text-books, and long-term contracts with teachers, have been devolved upon directors under just such permissive laws as the one now proposed, and those subjects are settling themselves very happily under the legislative grant of power for that purpose.

So modest and reasonable a request from the friends of our educational interests, throughout the State, ought to command respectful consideration, and we presume

there are enough graduates of our common schools, and ex-teachers and directors in the new Legislature, with other liberal-minded members of both houses, to support any reasonable and common-sense proposition that may come before them to improve the schools, and enable the people the more surely to get, in return, the full value of the money they put into them.

So let us continue to work for the right and hope for the best. This is not by any means a stationary age. Things do not very long stand still. They either go forward or go backward. And "backward progress" was not contemplated by the Legislature when it established "a system of education by common schools."

EDUCATION OFFICE.

OFFICE ROOM FOR COUNTY SUPERINTENDENTS.

IN some parts of the State the County Commissioners have provided office room and permanent headquarters in the court house, for the County Superintendent and his successors. This is obviously right and proper. But the practice should be general and the law should require it to be done in every county. The County Superintendent holds his commission by virtue of statute law. It is a county office that was created by law, and is as much entitled to recognition as other county offices that are quartered in or near by the court house. The people in the county with whom the Superintendent is brought into official relations and intercourse, and who have occasion to consult and transact business with him, are proportionately as numerous, and their rights and convenience as citizens as much entitled to respect, as those who call at, or communicate with, the other county officers.

If the Superintendent resides at the county seat his office should be in the court house, for his own convenience and that of the public. If he resides at some other point in the county, it is important that he should be accommodated at the county-seat, which is convenient of access from all parts of the county, and where he could be found at stated times by those desiring to consult him personally, whether in town for that purpose or on other business also. The county-seat is the most central and convenient point for the distribution to directors and teachers of the numerous and sometimes bulky supplies of bound volumes of reports, and of forms and blanks of various kinds, sent out by the Department of Public Instruction, and for which the County Superintendent should have convenient and safe storage room whilst in his custody.

He should, in addition, have all the appliances of a regular working office, commensurate with his arduous and diversified labors in the public service, the amount of his correspondence, the records to keep, and documents to file. If anybody supposes the position to be a sinecure, let him give it a six months' trial, beginning with the teachers' examinations in the fall and ending with the last visitations of the schools in the spring. By that time he would hardly select the word "sinecure" to measure the length and the breadth of his experiences; to say nothing of the work and planning necessary at other seasons of the year. He would doubtless insist that he ought to have a resident clerk too, to assist him when present and represent him when absent, as well as office room and such furniture as the office work requires; and we entirely agree with him in that opinion. The public benefit would far outweigh the additional expense, and would much more than justify it.

The room to be assigned to the Superintendent should become more than a mere business office. It should, and in the nature of things will, gradually develop into an educational bureau, with its library and books of reference on educational subjects in all their phases. Here also, in the course of time should be found, properly arranged for ready examination and comparison by teachers and school directors, all the leading text-books used in the common schools throughout the United States; models of improved school furniture and appliances; approved apparatus adapted for common school use, and anything whatsoever that will be suggestive and instructive to teachers and school officers. Thus in a double sense will such an office become a centre of educational light and influence for the county, that will reach all the schools, and be appreciated in every neighborhood.

The Superintendent should not only be an educated gentleman and experienced teacher, but a hard student as well, to keep fully abreast of the times, and qualify himself more thoroughly to educate and influence public sentiment, which is the atmosphere in which our common schools must flourish if favorable, or suffer if hostile. There is vastly more in education now-a-days than mechanically teaching the three R's in parrot style, and the common schools are no longer timid suppliants for uncertain

popular favor, apologizing, cap in hand, for their doubtful existence. They are firmly entrenched in commanding position in the organic law of the Commonwealth, and fortified by the positive and unqualified mandate of the Constitution. Why should we not beat time to its music, and march to the quick step of its inspiring prophecy? going steadily forward in the pathway of duty and of destiny, making each progressive measure gained a stepping stone for something higher and better beyond. The world moves, and we must move with it.

We set out to bespeak suitable quarters in or near the county court houses for the respective County Superintendents, without intending to argue so self-evident a proposition. Legislation is needed on the subject to encourage those liberal minded, but conservative gentlemen, the County Commissioners, in the good work. We presume that such a bill, if introduced, would readily pass both houses *nem. con.* as something that was intended to be done long ago, but had somehow been overlooked in the press of other business.

AIDING THE WORK.

WE are always grateful to the friends of *The School Journal*—and they are numerous in Pennsylvania—who think it deserving not only of their patronage but also of their good words, as occasion offers. No more gratifying endorsement has come to us within the past few weeks than an order from the Board of School Directors of Braddock township, Allegheny county, through Mr. A. C. Coulter, Secretary, directing that a copy be sent for one year to the post-office address of each of the sixteen teachers employed by the Board. The subscription is paid from the school funds of the district. It was not solicited on the part of *The Journal* or by any one else, so far as our knowledge extends, and is therefore the more welcome. This School Board has been on our mailing list long enough to have full knowledge of what *The Journal* is and what it is trying to do, and in their discretion they regard the subscription for their teachers a wise expenditure of public funds.

The Journal seeks to aid the teachers of the State by laying before them such matter as should widen their range of thought and study, and make them more efficient in those spheres of culture where a ready fund of valuable information will find a thousand opportunities of application. *The Journal* is also the medium through which the School Department addresses directly school officers in all parts of the State—School Directors, School Superintendents, and others—and does what it can to influence the educational thought and practice of the schools in the sphere of public instruction. It is a matter of concern, therefore, to our school interests that it should be widely read by both Teachers and Directors.

The opportunity is ever present and large but the time is short for any of us in which to do the work appointed to our hands. Let as little as possible of either be permitted to pass without regard and unimproved.

AMONG THE INSTITUTES.

THE PLEASURE AND PROFIT OF OUR INSTITUTE VISITATION.

ONE of the most pleasant duties devolving upon us in the general supervision of the public school work, is the visitation of the Institutes during the last three months of the year, when these important county conventions are in session. It requires much travel, from one end of the State to the other, and several thousand-mile railroad tickets are used up before the season is over; but it is worth to us much more than it costs in labor and expense, to look into the faces of the superintendents, teachers, directors and citizens interested in the work of education in all parts of the State. There is in it the constant glow of a warm enthusiasm, the freshness of an ever-new and unfailing inspiration.

We have, at this writing, visited a dozen of these Institutes, and hope to visit twelve or fifteen more before the season is over. Instructors who have been in service upon the platform in many States assure us—and we can readily believe their statement—that nowhere else in the United States are there such Teachers' Institutes as in Pennsylvania,—in numbers enrolled, in attention to the work of the sessions, in the character of instruction demanded, and in whatever gives evidence of a personal interest in school work as well as progress in educational thought.

At the Tioga Institute, held in Wellsboro, we met nearly all the teachers of the county, the few who were absent being detained by sickness or circumstances beyond their control. We found not only the teachers present, but also many men of social influence—representatives of the most cultured

thought of the community in which the Institute was held—such men as Judge Williams, Senator Mitchell, and others. Any one can see that our schools depend very much for their support and advance upon the warm sympathy of those who are guides in the educational sentiment of our social communities.

There are, however, in this county, obstacles that stand in the way of more rapid advance, for we find here that the number of teachers is much in excess of the number of schools. This shows at once that the schools in many cases have two or more terms in the year, and different teachers in each term. The disadvantages of this ought to be at once evident, for how can any lasting culture be obtained when sufficient time is hardly given for any teacher to gain such familiarity with the children as to enable him to make his work both effective and permanent. Long intercourse between master and disciple is certainly required before the relation itself can exert its proper power either upon the teacher or pupil. Every effort on the part of Directors and Superintendent should be made to remove this obstacle; and we feel convinced that any district which adopts the one-term system will never return to the former method.

Still further, we notice here a warm sympathy between the schools of the county and the State Normal School located in their midst. This school, at Mansfield, we had the pleasure of visiting, and to our great satisfaction we learned that a very large number of the teachers in the county are graduates from the Normal School, and among them the County Superintendent himself. We found also that *The Pennsylvania School Journal* has a large circulation among the teachers here, indeed relatively larger than in almost any other county in the State.

In Erie county also, the attendance of teachers was very large. Although coming at the beginning of the session, we found the Institute already making itself felt among the thinking men of the city of Erie, in which it was held. Here we met Hon. J. R. Burns, member of the Legislature, who during the last session took a very deep interest in all legislation pertaining to the schools. In connection with the Institute we visited the High School and as many other schools of the city as time would permit, in company with the able Superintendent, Mr. H. S. Jones. While not satisfied with the High School as a building, we were more than satisfied with it as a school. Indeed, we regard this as one of the best organized and best managed schools that we have visited for years, either in this country or in Europe. In visiting the other schools we found one building which for ventilation we regard as almost perfect. Although crowded with scholars, its rooms were as fresh and free from all impurities of atmosphere as an open yard in summer.

In this county also, there is the same obstacle to the advancement of school work that we found in Tioga county, namely, the two-term system. Some districts have recently thrown it off, and the directors who were present from such districts informed us that they had done so finally, after seeing the good results of a longer single term.

Crawford is a very large county; the Court House at Meadville, where the Institute was held, was crowded almost to suffocation with teachers, directors and citizens. More than ever before were we convinced of the impossibility of one superintendent giving to such a large area of school work that close supervision which is essential to the best results from our system of public schools. The blame for failure here cannot be thrown upon superintendents, but it should enforce upon us with greater emphasis the imperative need of district superintendents, who, under the County Superintendent, may make that frequent personal visitation and inspection which at present we so much lack. Few counties in the State gather together at the Institute so large a body of directors. On Directors' Day we met them and found that no idle curiosity had brought them together, but that they had deep interest in their official work. Their meeting was under their own organization, and they promptly took up the subjects for discussion before them, and seemed to appreciate in full their responsibilities. We found much opposition here to the recent law in relation to the collection of taxes. Many directors feel that each School Board should have its own collector. The good-will and hospitality of the citizens of Meadville we shall long remember.

The annual Institute of Allegheny county convened in the city of Pittsburgh, and the large Methodist church in which it was held was filled. Great interest seemed to be manifested by the teachers and instructors, but we discovered a wide-spread desire that the teachers should be paid for the time spent in Institute work. The expenses of teachers coming and going to Institute and remaining five days in session, they felt

was more than their meager salaries would warrant. In this we could but agree with them, and we trust that the Legislature will require the directors to pay the teachers as much as they would receive if they were actually teaching; for the interest awakened through the Institute and the benefits derived therefrom immediately and in many cases radically affect the work of the school-room. Indeed, in this outcome of the week spent at the Institute there is far more than an equivalent to the district of a week's actual teaching in the school-room.

Space forbids anything more than a mere reference to other institutes visited. Leaving Pittsburgh we went to Bucks county, where a large body of directors—over one hundred—were assembled. Earnest discussion of the duties of directors, and some of the defects of their supervision occupied the forenoon session. The law requiring the monthly visitation of each school by directors, had in many cases been neglected. A very valuable paper, prepared and read by Superintendent Woodruff, brought into clear light the work accomplished and not accomplished in this county; and a solemn and very thoughtful address was made to the directors by Rev. T. K. Beecher, of Elmira, New York. The Superintendent who succeeds Mr. Woodruff—the latter declining to be a candidate for another term—will find that he has a great work before him to carry out the policy and accomplish what has already been so well commenced and advanced by his predecessor in office. The very best educational and administrative ability should be brought to the task, and we trust that the directors will find it and secure it at almost any price.

From Bucks county we went to Montgomery, then to Lackawanna, to Lancaster, Dauphin, Chester, Delaware, Lebanon and Lehigh counties, finding the Institute in each county remarkably well attended, and full of earnest discussion. More than ordinary effort is being made in the interest of primary instruction, and everywhere there is a growing disposition to understand child-nature, and to make this the centre of thought in the whole organization of the school.

Some portions of the Institute work we think can be improved. The forenoon of each day might be devoted to more definite instruction given to separate divisions of the teachers, these divisions being based upon the differing grades of teachers, or upon their different experience as gained from a longer or shorter term of service, or upon the nature of their schools as ungraded or graded. This would leave the afternoon for general discussion, when not only teachers, but directors and patrons and the citizens at large could be present. We must combine the general interest which we ought not to neglect, with the definite drill which we so much need, in such form as to gain the benefit of both in as great degree as possible.

TEACHERS AT INSTITUTES.

SHOULD BE PAID AT SAME RATE PER DAY AS DURING SCHOOL TERM.

IT was predicted with full confidence that the passage of the new law requiring twenty days of actual teaching to constitute a school "month," and closing the schools of the county during the week of the annual Institute without permitting this time to be reckoned and paid for as a part of the "month," would have a disastrous effect upon the Institute attendance. The event has not verified this prediction—and we say it with a feeling of especial gratification. Pennsylvania has again good reason to be proud of her self-sacrificing corps of teachers. Grandly have they measured up to the trying situation. While attendance in some localities has been affected in a small degree, in others it is as large as ever, if indeed it has not been increased. The touchstone test, as presented, has shown the temper of our twenty thousand teachers. How nobly they have responded to the call of duty the statistics of these meetings have shown and are showing.

The law is not yet what it should be. The feature of twenty days of actual teaching to the month is right, correcting as it does certain irregularities that were more or less mischievous. But it should be supplemented by a clause providing for the payment of teachers during the five days of Institute week at the same rate *per diem* as for days spent in the school-room.

The Institute is for the school rather than for the teacher, but the school can be reached only through the teacher. Therefore the State commands that the school-room doors shall be locked for a week, in order that those who carry the keys shall have opportunity—whether they need it or not, whether they desire it or not, whether they are willing to embrace it or not—to go up to the county-town, and gather hints, suggestions, thoughts, methods, inspiration. Of course, benefit from these sessions must come to the

teacher, or the end for which the Institute is provided by law could not be reached. On this ground it is urged by some that the teachers should bear all the necessary expense of the week's attendance.

There is, we think, a broader and wiser view to be taken of this important question. The teachers are, as a rule, paid too little for their invaluable service to the Commonwealth. Many good men and women devote their thought, their energies, and their lives to this profession, which affords employment for but a part of the year. Eight months is a good term, and fifty dollars regarded a good salary. It is but four hundred dollars for the year's work. Many excellent teachers make no more than this; very many more do not make so much. What intelligent citizen will say that it is adequate pay for service rendered to the State as an instructor of youth by an able, conscientious, self-sacrificing man or woman? To pay the teacher, therefore, for the week of Institute at the same rate as for any ordinary week of the term, is merely to embrace an opportunity for the performance of an act of every-day courtesy and of the simplest justice.

At the annual session of the Lancaster County Institute recently held, the following petition to the Legislature, in the form of preamble and resolution, was signed by more than three hundred of the members enrolled:

To the Honorable the Senate and House of Representatives of the State of Pennsylvania:

Whereas, The law of the State as now in force, compels the closing of all public schools in each county, during the holding of the annual Institute of that county;

And Whereas, The teachers of the public schools now regard themselves as under obligation to attend such annual institutes in their respective counties:

And Whereas, Teachers in attendance at such institutes are necessarily subjected to unusual expense, viz., increased cost of boarding, traveling expenses to and from the places of meeting, membership fees, etc.;

And Whereas, This law, if continued in force, while working hardship to the teacher, may soon result in lack of interest on the part of teachers, and decreased power for good on the part of the Institute;

Therefore Resolved, That we, the undersigned teachers of Lancaster county, in convention assembled, do hereby respectfully petition your honorable body to so amend the school laws of the State that teachers in attendance at the annual sessions of the County Institutes throughout this Commonwealth, be paid by their respective school directors for each and every day, or part thereof, spent in actual attendance at the Institute of the county in which they may, at the time, be employed in teaching, said pay to be at the same rate *per diem*, as received by the said teachers for days of actual teaching.

And your petitioners will ever pray, etc.

A committee of three was appointed, the County Superintendent being chairman, to present the matter personally to the Senators and Representatives from this district, urging them to present the above petitions and advocate such legislation as therein indicated. Similar action on the part of Institutes whose sessions have not yet been held will be effective in bringing the matter to the attention of the Legislature. Where the Institute session has passed it would be well to have these petitions circulated through the school districts, and forwarded thence to the Legislature. There must in all cases be duplicate copies prepared for signature, one addressed to the Senate and the other to the House of Representatives.

AUTUMN ARBOR DAY.

AT THE LANCASTER HIGH SCHOOL.

THE High School can always be reckoned upon for good Arbor Day Work. The pupils of the Boys' Department plant their trees regularly, spring and fall; and few of the trees that have thus far been planted have died. They are instructed how to plant, and the result shows that they have learned something about it—not to speak of the lasting benefit which an interest of this kind aroused in the mind of a boy or girl is likely to confer. The chorus, comprising nearly three hundred voices, under the direction of Prof. Carl Matz, musical instructor in the High Schools, sang with a promptness in time and brilliancy of effect that was delightful. It is, in fact, a fine concert that these schools give on Arbor Day. The High School orchestra, comprising sixteen members, three of whom are girls, was an excellent feature of the programme. These boys and girls, with one or two exceptions, are under instruction with Prof. Carl Thorbahn, and they give evidence of careful training. They are enthusiastic over their orchestra work, and the result has already shown the wise policy of having such a musical organization in our High School. The appearance of the school was bright and attractive, suggestive of Arbor Day in its show of ferns, chrysanthemums and other greenhouse plants that were furnished for the occasion by Mr. Wm. C. Pyfer, florist on West King street, an old

High School boy who has not lost interest in his Alma Mater. The following was the programme of exercises:

Reading and Prayer . . . . . Rev. J. Max Hark.
Chorus—Ever Be Happy . . . . . Balfe.
Chorus—Poor tho' My Cot May Be . . . . . Betly.
Instrumental (with chorus)—Blossom Time . . . . Irish Air.
High School Orchestra: Violins, Misses Edith Metzger, Bertie Best, Alice Fahnestock and Masters Brubaker, Loeb, Apple, McCaskey Reed, Welchans, Hurst, Herr and Royer; Flutes, John A. Sprenger, P. J. McConomy and Hiram D. McCaskey; Clarionet, Harry E. Wenditz; Cornet, Curwen K. Oswald; Bass Viol, Wm. H. Goll.
Trees Typical of Human Life, Rev. J. S. Stahr, Ph. D., Professor of Natural Science, Franklin and Marshall College.
Chorus—Make Me No Gaudy Chaplet . . . . . Donizetti.
Chorus—It is Better to Laugh than be Sighing . . . Donizetti.
Readings:
The Ivy Green (Charles Dickens) . . . . . Helen R. Stahr.
Apple Pie (H. W. Beecher) . . . . . Geo. A. Eagles.
Chorus—The Distant Drum . . . . . Jarvis.
Chorus—Sweeter than the Breath of Morning . . . Meyerbeer.
General Remarks.
Instrumental (with chorus)—The World is Full of Beauty, (High School Orchestra) . . . . . Donizetti.
Doxology—Praise God from Whom All Blessings Flow.

TREES TYPICAL OF HUMAN LIFE.

The subject of "Trees Typical of Human Life" was presented in an interesting manner by Prof. J. S. Stahr, of Franklin and Marshall College. He spoke much as follows:

Nature is beautiful in all her realms. In the deep caverns of the ocean, in the dark shafts of the earth, in woodland and meadows, o'er hill and dale, are found objects, lifeless and living, which delight the eye and gladden the heart of man. The more thoroughly the earth is explored the greater is the richness of those things which are found to minister, not only to his comfort and physical well-being, but to his æsthetic nature, and which, however useful or valuable they may be in other respects, stand out as possessed of a peculiar charm, in that they have the endowment of beauty, that surviving gem of a Paradise Lost, and pledge of a Restored Paradise in the future.

And yet, notwithstanding this universal recognition of beauty in Nature by all men, rude or cultured, beauty is not an attribute of Nature as such. Beauty is born in the soul and spirit of man; not, indeed, independently of outward influences, but yet born within us in such sense that there can be no beauty without the fantasy or imagination, any more than there can be sound or music without the ear. The form, that in which beauty is enshrined, is from without by sense-perception; but the life of beauty, the soul or idea, is a human creation and comes from within. Wherever we see beauty in Nature, therefore, we put it unconsciously by our own act, and we discern, in its completeness in the object, what is partly put there by the Great Creator, and partly within us by the same Great Hand. We bring these two elements together and find ourselves, in nature, identified with and yet separated from the object; and that makes beauty.

It is a fundamental law of æsthetics, the science of beauty, that not all natural objects are equally fitted to produce the impression of beauty, or lend themselves with equal facility to artistic treatment. For instance, inorganic matter exhibits only a low degree of beauty. Even the most brilliant diamond pales in comparison with the sparkling eyes of its beautiful possessor, set in purity and lit up with intelligence. Earth and sea and sky may, indeed, be beautiful, but they are, perhaps, more readily sublime. In fact, just as we speak of lower and higher forms of life, we speak with equal propriety of lower and higher forms of beauty. We pass from dead matter up to forms of life, from plant to animal, until we reach the culmination of beauty in man himself, the image and likeness of God.

The position or place which any object holds in this ascending scale of beauty is determined by its relative freedom. To be beautiful, an object must belong to nature, must be bound to matter by a bond which can never be wholly dissolved or broken. But its beauty is of a higher type directly in proportion as standing upon and bound to the earth the object yet rises above and is free from it. Hence the animal manifests a higher type of beauty than the plant, and man than either. In the light of this law it is easy to see that the tree is the highest poiut reached in the development of the vegetable kingdom, and that it gives us the highest type of beauty which that realm can furnish. Is this true? Are there not flowers of surpassing beauty which far outshine the stateliest tree? Can anything be more beautiful than a perfect rose, or even a modest violet? Flowers are not to be despised, but how utterly insignificant they appear when compared with a beautiful tree! Ask any painter who understands his art, and he will tell you that in a great painting he has no use for flowers, or he can give them only a subsidiary place; but he can give trees a tongue, and make their foliage eloquent with beauty!

Trees are thus typical of man. They challenge human attention and sympathy. They respond to the various moods of man with an ease and a facility at once indicative of some sort of kinship. No wonder the Indian, the child of the forest, hears the voices of his ancestors in the whispering winds, and the utterance of the Great Spirit in the roar of the mighty tempest! It is for this reason that trees are so intimately interwoven with the history of nations as well as the earliest recollections of individual life. From the Oaks of Mamre to the Charter Oak and the Shackamaxon Elm; from the overshadowing maple that listens with ready sympathy to the scarce-audible whispers of trustful lovers, to the weeping willow that sorrowfully droops its branches where sleep the bodies of the precious departed, trees have been and are bound up with the most momentous and sacred events of human experience. No other natural object can enlist the same kind of sympathy from all ages and conditions of men, stand out with equal clearness and individuality in the landscape, or lie embalmed in memory's shrine till the pulses of life have ceased in death, because no other is so typical of human life in all its places and stages.

The typical character of trees appears: 1. In the mode of their growth and development. Trees are of slow growth and endure for centuries. They sprout from the ground and ascend

by a steady process until their towering forms commune with the sky. It is easy to see what trials they must encounter, to what dangers they are exposed, If they reach maturity it is in the face of many difficulties; if they attain to excellence and beauty, it is because they have conquered in a heroic struggle. How easily a little frost may kill the tender plantlet, or a slight injury warp and distort the growing trunk so that it can never outgrow the effects. "Just as the twig is bent the tree's inclined." How typical of human life! Wherever you see the tall monarch of the woods towering above his fellows, keeping watch like a sentinel on the mountain side, you have a faithful picture of a "grand old man" with a life's history embodied in his constitution and character, such as a nation delights to honor.

2. In their ministration, which is to others rather than to themselves. In one sense, of course, the processes of growth in all cases are for the benefit of the growing bodies. But in yielding shelter and friendly shade, in producing fruit and timber and fuel, in enlivening the landscape and standing forth as objects of beauty and grandeur, trees have a ministry wholly unselfish, and beneficial to others. Ah! when shall men learn to strive after this lofty ideal, and seek "not to be ministered unto but to minister."

3. In the conditions essential to their highest perfection. An individual tree may be a striking object; an isolated fruit tree may thrive wonderfully; a solitary tree in the field may be perfect in symmetry and majestic in its proportions. And yet, granting that certain freedom of air and sunlight is required, trees are at their best only when they grow *in society*. In fact, the erect, shaft-like trunk, the even and regular grain and fibre, the largest and healthiest trees, are possible only where through their mutual influence the sunlight is tempered and diffused, the air kept moist, and every impulse supplied to stimulate a steady and constant upward growth. And would you dwarf man?—take him out of society! Would you cripple human effort? array the forces of society against each other! But would you make him great, then let him help his fellow; let him give and receive in that great brotherhood, that forest of humanity for which God designed him.

Under the head of general remarks, brief but very interesting addresses were made by Dr. M. L. Herr, Rev. E. L. Reed, Mr. Jas. C. Gable, of the High School, and Rev. J. Max Hark. Mr. J. P. McCaskey, principal of the school, spoke as follows:

The result of Arbor Day work begins to make itself apparent. Many who had not before planted, or thought of planting anything, see already growing about them the trees, shrubs and vines of our first Arbor Days. Parents, and even grandparents, look with especial favor upon what their boys and girls have planted. As year by year these vines grow more luxuriant and the trees increase in size and fruitfulness, that interest will deepen and the leaven of that interest will spread. Nor are there many sources of enjoyment more innocent or more wholesome than an active personal regard for growing plants and trees. Once roused it seldom dies, and is not unlikely to be transmitted for generations. The schools must inculcate and foster it. The opportunity is theirs, and the influence they may and should exert here is far-reaching. He was a thoughtful man who said, "In teaching these boys I may be teaching their great-grandchildren." We know that families are often characterized, in a degree more or less marked, by what was the caprice, habit or ruling idea of some, perhaps remote, ancestor. Let us do what we can to fix the tree-planting idea for some of these "ancestors" who are now passing through the schools.

In a few years—thanks to Arbor Day—our substantial school building will be embowered in greenery. Its walls we hope to see covered with climbing vines, so that it shall stand an object of attraction to all; about the fences and elswhere we hope to have shrubbery of various kinds, with the rose, the honeysuckle and trailing vines; and the trees now growing will in a few years be large enough to become a feature of the grounds.

The boys and girls of both schools have been planting trees at their homes and "over the fence" in their neighbors' grounds, when room has been wanting in their own. Much interest has been manifested by the girls, who have planted a goodly number of fruit trees. This is the fifth time that each pupil in the boys' department has planted his tree—the first planting having been in April, 1884—since then upon each of the spring and fall Arbor Days, in 1885 and 1886—so that now no less than six hundred fruit trees are growing as a result of their work. Some choice varieties of peach trees are already producing fruit which the boys have been bringing or sending in for the teachers to see and to enjoy. It has come to us even through the mails. A lad who has died since the planting of '84, wished the first fruit his tree bore to be sent to us. His wish was regarded, and two beautiful peaches of exquisite flavor were brought a few weeks since from the hand of his mother. It may be that one of these happy days we shall have the pleasure of acknowledging to himself the thoughtfulness that prompted the gift.

It has been proposed to organize an Arbor Day Club in Lancaster, with the purpose of encouraging the planting of trees upon our streets. In Allentown, recently, we were struck with the large number of shade trees in every direction, in marked contrast with many parts of our own city. Were the number of trees growing upon our streets increased four-fold, Lancaster would be more beautiful, more healthful, and its homes more comfortable during the season of midsummer. The value of real estate would also be increased, for the city would become more attractive as a place of residence. There are localities where the streets are well planted, but in many others trees are conspicuous only from their absence. To instance but a single stretch of open pavement: From Manor street on West King almost to Lime on East King—a distance

of nearly six squares—not a single tree is planted on the south side of the street.

It may be that fifty years hence—certainly within a hundred years – the Conestoga will wind through a beautiful park. The locality is here. But the banks, denuded of forest trees, must be replanted, when the sylvan beauty of the place will be the charm of all this region. Citizens of public spirit, looking to the future of Lancaster in which they can personally have no part, should begin to think of planting the waste hillsides against the time when the city will be ready to provide its park. It may not be during the life of any of the present generation; but come it will—in time. They who make provision in advance for that glad day will enjoy the more the Paradise to which perhaps now they look forward. They will do this, if memory holds, in the thought that they have done what they could to provide for their fellow-men a paradise below—for, in the original, paradise and park are terms synonymous.

CLOSER SUPERVISION.

THE views of the State Superintendent upon the important subject of District Supervision will be found in his annual report in our next issue. To no subject connected with the administration of our public school system has he given more earnest attention. Closer supervision is essential to the best work of which the schools are capable; but the dignity and authority of the office of County Superintendent must be maintained. How best to secure the former not only without loss but with positive gain to the latter, is the problem that presents itself, and which is considered at some length elsewhere in these columns. The following communication from a thoughtful and observant friend of the common schools is in the same general line of thought with our own, and we commend it to the consideration of our readers:

MESSRS EDITORS: We wish to offer a few suggestions, through the columns of *The Journal*, which we believe to be worthy of the consideration of the Superintendent of Public Instruction and of our State Legislature. We think our common school system might be much improved in one of two ways—either to have two assistant Superintendents elected or appointed in some way so that the principal superintendent shall not have control of their election, or to have each county divided into districts, not having more than twenty schools in each district, and requiring a district superintendent to visit all the schools more frequently than is the common practice in any portion of the State by county superintendents. County superintendents, either from lack of scholarship, or of sound judgment, from insufficient experience in teaching, or from personal favoritism, have sometimes given good certificates to poor teachers, and poor certificates to good teachers. If three persons took part in examining and certificating teachers, this would not be so likely to occur.

If visitations are of any value, they are too few or too short in nearly all of the counties in the State to be of much benefit to the schools. It is utterly impossible for a single superintendent, in the large counties containing many schools, to perform the necessary visitations. If each county should have three superintendents, we would suggest that in *every* county the assistants take part in the examinations; and in all *large* counties that they be required to take an equal part with the principal in making visitations. In small counties the assistants need not be required to visit schools unless the principal should fail to preform the visitation.

But if it should be thought impracticable to have three superintendents in every county, we would suggest that each county be divided into districts, each district not having more than twenty schools. The directors in each district to have the sole power to elect district superintendents, and to fill all vacancies occurring from any cause whatever. The district superintendent should not, we think, be a member of the school board. He should be required to visit all the schools in his district about once a month, and report quarterly to the directors and annually to the county superintendent. In our opinion he should have an experience of at least two full years in the school-room as a teacher in this State. He should also hold a State diploma, a permanent certificate, a professional certificate, or a *first-class* provisional issued within the past ten years. The salaries of the district superintendents need not be very high, and might be paid by the State, or by the district, or in part from each.

Emporium, Pa. R. CHADWICK.

ITEMS FROM REPORTS.

ADAMS.—Supt. Sheely: The exterior of the large two-story brick school building in Height street, Gettysburg, has recently been repainted, giving it a fresh and handsome appearance. The fencing and grounds have also received needed attention.

ALLEGHENY.—Supt. Hamilton: The County Teachers' Reading Circle held a meeting in October, which was largely attended. In Chartiers borough the principal has been relieved of the duty of teaching a school, and can now devote his whole attention to the supervision of the schools only. This is a step in the right direction. South Fayette has added another school. Elizabeth and Stowe townships have each built a new house. Never before have the teachers manifested so great an interest in the annual Institute as this year. Note-books were copiously used, and profitable results are expected from outlines taken by the teachers.

BERKS.—Supt. Keck: The Womelsdorf schools have been regraded and put on a good footing. Birdsboro opened an additional school this term. Hamburg has an eight months'

term, and will graduate its first class next spring. The pupils and teacher of the Bernville Grammar School bought a dictionary for the school. The Boyertown Board crowned its school-house with a cupola and bell, and supplied its schools with White's physiological manikin.

BLAIR.—Supt. Likens: The examinations show a general improvement in the qualifications of teachers, especially in theory of teaching. The directors of Logan township have completed another substantial school-house. This district is making commendable progress in school matters.

BRADFORD.—Supt. Ryan: Granville Centre has a new school-house, one of the best constructed and best furnished in the county. Tuscarora township has rebuilt three houses, and furnished them with patent furniture and slated blackboard,—the first of our ungraded schools to have such material for blackboards.

CARBON—Supt. Snyder: The schools of twelve districts were opened during September, making a total of 88 schools open, and 90 teachers employed out of a total of 160 teachers in the county. The salary has been raised in several districts, and the term lengthened in the following: Mauch Chunk township and Lansford, from nine to ten months; Lehighton, Weatherly, Banks, and East Mauch Chunk from eight to nine, and Weissport from seven to eight. The increase in salary and term in so many districts has done much to encourage the school officers, teachers and friends of education in the county. But few changes of teachers were made in the long-term districts, showing that good work is appreciated by directors, and that teachers will stand faithfully at their posts when they receive the proper encouragement. Forty visits were made during the month, and teachers and directors are to be congratulated on the favorable outlook at the close of the first month. A local institute was held at Summit Hill, October 30th, with a very interesting programme of work.

CRAWFORD.—Supt. Sturdevant: The fine brick school-house at Evansburg will be ready for occupancy in November. Mead township has just completed two good school-houses. The annual Institute, held at Meadville, was the largest in the history of the county, the enrollment exceeding 800. Places and dates have been named for about twenty local institutes, to be held at central points in the county during the present school year. The energetic principals and leading teachers in the schools assure the success of these meetings.

CLARION—Supt. McNutt: Most of our teachers attended school during the summer, and did better work this winter in consequence. The term has been lengthened in a few districts. Several old houses have been replaced with new ones. The School Board of East Brady put slate blackboards into their house.

GREENE.—Supt. Herrington: The County Institute was perhaps the best ever held in the county. The instruction was practical. In our visitations we already observe the fruits of the institute, especially in the teaching of physiology and music. Local institutes have been organized in various parts of the county. We are progressing.

HUNTINGDON.—Supt. Brumbaugh: There has been a marked increase in the number of applicants for certificate. By raising the standard 25 per cent., I have been able to select a good corps of teachers and to refuse about fifty-eight applicants. The action is well received by the people and well sustained by teachers and directors. Seven new school-houses are in course of erection in the county. The Normal College at Huntingdon has its largest fall attendance. Principal Shimmel, of Huntingdon, and Principal Elliott, of Orbisonia, have in hand the publication of a weekly paper for supplementary work in the schools. Its plan is excellent.

INDIANA—Supt. Cochran: We examined 394 applicants, of whom 75 were rejected. The standard was as high this year as last, a majority of the teachers doing excellent work—those who failed being mostly young persons and such as teach during the winter simply to put in their time and draw their pay (?). As a general thing, the teachers were well prepared in Physiology and Hygiene, and we anticipate some good work in this branch during the coming winter. Indiana county—thanks to the ladies of the county and her judge—*has not a licensed hotel or saloon within her borders.* This fact encourages our teachers, and gives them hope that their work will do some good for the cause of temperance. Our graded schools are open and starting off very nicely. The Normal School has a very large attendance—the largest in the history of the school. The Senior class numbers upwards of seventy, a large number of whom belong to this county. The directors of Mechanicsburg have graded their school this year and employed two teachers. There has been a fine, large house erected in the Kellar district and seated with patent furniture.

JUNIATA—Supt. Auman: New school-houses have been built in Fermanagh and Tuscarora townships—the former is of frame, the latter of brick. Both are first-class buildings, furnished with patent desks. The Happy Hollow school-house, in Fermanagh, has also been re-modeled and seated with patent furniture. It also can now be called a first-class building. The two schools in Richfield have been consolidated, and the schools at Arch Rock were graded during the fall. Arbor day was observed by some of our schools. My visits during this month have been very encouraging; A spirit of determination to teach by the intelligent use of approved methods is observed to be spreading.

LANCASTER—Supt. Brecht: Manor township, twenty-four schools, took a step in the right direction when it placed a set of Appleton's Primary Reading Charts in every one of its schools. Two successful local institutes have thus far been held. They have entered upon their second year with even better support than last year. Teachers, directors, patrons and the superintendent, are lending their presence and voice to the movement.

LAWRENCE—Supt. Sherrard: All of our schools, so far as visited, are doing fair work.

While a few changed teachers at the beginning of the winter term, most of the terms have been continuous without a change of teachers, It is hoped that the practice of changing teachers and having a divided term will soon be abandoned. Local normal schools have been held in New Castle, New Wilmington and Harlansburg, with good attendance and good results.

LEBANON—Supt. Bodenhorn: North Annville erected two very good school-houses during the summer. They are frame buildings, thirty feet square, with a vestibule twelve feet square. Both are furnished with patent desks and surmounted by a cupola with a fine toned bell. Cornwall has supplied four of its rooms with slate blackboards, and South Annville two rooms.

LEHIGH—Supt. Knauss: Two new school-houses are in course of erection—one in Upper Sancon, the other in Weisenberg. Both are to replace buildings reported "unfit for use." The teachers' examinations were attended by a large number of citizens, and usually by the full Board of Directors. The classes in the townships were unusually large, and the applicants generally well prepared.

LUZERNE—Supt. Coughlin: Our schools never opened under more favorable circumstances and we are looking forward with the expectation of doing a good year's work.

MCKEAN—Supt. Campbell: Hamlin has supplied five houses with new patent automatic desks—the only furniture of the kind in the county. Keating and Annin are each building a new house.

MERCER—Supt. McCleery: Grove City has supplied its schools with Johnson's Cyclopedia; Mercer has purchased the combination school cabinet with Eckard's physiological charts and a set of maps; Lackawannock has introduced Hadley's language lessons; Jackson, Worth, Wolf Creek and Findley have also purchased the combination school cabinet and Eckard's charts for each of their schools. Music has been introduced into the schools of Sharpsville and West Middlesex. Steam-heating apparatus has been placed in the west ward building of Greenville.

MIFFLIN—Supt. Owens; The Lewistown Academy has been re-opened, under the principalship of Prof. A. M. Reiley, with flattering prospects. Our county normal class was well attended and did our teachers good. Our schools, with but few exceptions, are doing well. Granville township has built one new house, remodeled one, and seated both with patent furniture. In Yeagertown a bell has been put on the school-house, which is quite an improvement.

MONTGOMERY—Supt. Hoffecker: The County Institute was held at Pottstown. All the teachers reported except twelve. On Directors' day about ninety directors were present. Chas. H. Clark, President of Conshohocken school board, presented the subject of Industrial Education in a strong and forcible manner. The duty of Directors was ably discussed by Geo. W. H. Thomas, Secretary of Bridgeport school board, S. O. Perry, Secretary of Lower Providence school board, and others. Dr. Higbee and Sup't. Coughlin also made addresses. We think Directors' day has given the cause of education a strong forward movement in this county. The Institute was, in every respect, a success. A praiseworthy feature was the large number of teachers who participated in the discussions and work of the meeting.

NORTHAMPTON—Supt. Werner: During my visit to the South Bethlehem schools I found the high school moved to the new building, with furniture and apparatus that do credit to the School Board. We can say they stand first in the county. New clocks are also ordered for the twenty-one schools. The schools are in a prosperous condition. We held four educational meetings in September, making it a point to present the mistakes of teachers, with directions for overcoming them. A. C. La Barre, A. M., a teacher of experience, and a lawyer as well, has become principal of the high school at Bangor.

NORTHUMBERLAND—Supt. Wolverton: Most of our teachers have been selected for their worth as teachers. In a few instances the ruling principle has been based on the least money that will bring "somebody to thrash 'em." Mt. Carmel is looking for the best site upon which to erect a new house. The schools visited are working, with a few exceptions, under a plan well conceived and effectively executed. Arbor Day seems to have been well observed.

PERRY—Supt. Aumiller: A school house in Saville township, known as "Jackson," was damaged by an explosion of gunpowder or dynamite. Three members of the Board were in favor of repairing the old building, and three wanted to erect a new one. Finally the deadlock was broken by a match. The Board offered a reward for information leading to the conviction of the incendiary, and at once proceeded to build a fine new brick house upon the site of the old one.

SNYDER—Supt. Boyer: The new brick school-house erected in Washington township, total cost $1193, is a substantial structure, beautifully located and a credit to the directors. The new frame house in Perry township is well finished and presents a fine appearance. Arbor Day was observed with appropriate exercises in Monroe township. Trees were planted, one in honor of the lamented Sup't. Dill. I spoke of Arbor Day in all the schools visited, and trees were planted at different places.

SUSQUEHANNA—Supt. James: The graded schools are, in the aggregate, very prosperous. Many of the common schools have, for the first time, adopted the continuous term. Physiology seems to be a favorite branch with both teachers and pupils. Opposition which was raised on the part of patrons and in some cases of directors is disappearing. The preparation in this branch for examination exceeds expectation, which is of itself an evidence of its successful introduction last year.

TIOGA—Supt. Cass: The County Institute was the best attended and most profitable we have had the honor to hold. Almost all the teachers were present and manifested unusual

interest in the proceedings, We also held a satisfactory local institute in Chatham. The people of that township are wide awake in educational matters, and we look with confidence for good work in their schools.

UNION—Supt. Johnson: An interesting and profitable meeting of the Teacher's Association was recently held. The School Board of Gregg township have made some needed improvements in the way of re-painting their school-houses. With a good corps of teachers and a six-months' term we may reasonably expect good results.

VENANGO—Supt. Lord: The new school building at Reno is of good size, two stories, well-seated, fairly supplied with apparatus, and is as good a two-room house as there is in the county. Jackson township has also built a model country school-house. The schools of Sugar Creek township have been supplied with Appleton's reading charts.

WARREN—Supt. Arird: Two houses have been built in Columbus township, one in Pittsfield and one in Pine Grove. A room has been added to the house at Glade Run and a school of two grades started. Three districts have been united in Spring Creek. The County Institute was eminently successful in every particular. All felt that the week had been pleasantly and profitably spent. The following prizes are offered by John Hunter to the Industrial boys of the Tidioute Union School, for care of tools, faithfulness of work, and skill in workmanship: 1st prize, a first choice of one from a number of town lots; 2d prize, a second choice of same. At Irvineton the teachers raised seventy dollars for decorating the school-rooms. The union school building of Clarendon has been furnished with a bell. Three of the rooms in the Youngsville school have been very nicely papered, through the efforts of the teachers.

WAYNE—Supt. Kennedy: Improved ventilating apparatus has been put into the Honesdale building. Two houses in Texas township have been rebuilt and greatly improved. The Bethany school-house has been repaired and refurnished; also the West Preston school-house. Salem and Clinton townships have each a new school-house.

BEAVER FALLS—Supt. Knight: On account of the rapid increase in our school population, it has been fouund necessary to introduce into the primary department half-day sessions, *i. e.* one-half of the pupils attend in the forenoon, and the other half in the afternoon. This action of the Board was based not only upon the want of room, but upon the belief that pupils from six to ten years of age—who learn but little except while reciting—will make as rapid progress by proper and systematic instruction for a half-day, as when compelled to sit in school the entire day, receiving no more instruction than can be given them in a half-day session. I am especially pleased to note that we have had no opposition to this plan except from several families who are of the class that send their children to school to be rid of them at home. Our teachers are delighted with the change, and believe that it will be much more satisfactory than to have two teachers in the same room, as was the case last year.

CHAMBERSBURG—Supt. Hockenberry: Our new course of study works admirably. In number of scholars, punctuality, progress, and deportment, we have a better record than for corresponding months of the two previous years. A "White's Manikin" has been purchased for the male high school.

EASTON—Supt. Cottingham: Arbor Day was generally observed by our schools. The exercises were conducted within doors, and were zealously participated in by the pupils of all the school grades. The programmes of the several schools were adjusted to the capacity of the pupils of the respective grades, and were specially appropriate to the occasion. Clergymen, members of the Board of Control, and a number of citizens, were in attendance.

FRANKLIN—Supt. Kinsley: Mr. J. O. M. McCalmont, principal of our High School, was not a candidate for reëlection. Mr. Chas. E. Lord, graduate of Dartmouth College and a teacher of several years' experience, succeeds him.

HARRISBURG—Supt. Foose: The Downey building, recently erected in the 7th ward, was dedicated September 6th, with appropriate ceremonies. The building is substantial, the rooms are convenient, well lighted, and can be well ventilated and heated.

HAZLETON—Supt. Harman: Nearly all of last year's teachers are in their places again, so that the schools opened and regular work commenced without much confusion. During the vacation the school-houses were thoroughly cleansed and many improvements made. Two institutes have been held, and the teachers meet in local circles for professional reading and study one evening every week. This work is supplemented in the Institute by the study of Psychology and by discussions upon educational topics. Arbor Day was indeed a *tree* day for the boys and girls. It was celebrated by them in their respective school-rooms by beautiful floral and leaf decoration and appropriate exercises. Over 200 visitors encouraged us by their presence. The practical results, were the planting of about 700 trees, 100 vines and bushes, and a great many seeds for future transplanting. This work was all done at their homes, as our school-grounds are beautifully furnished with a variety of trees,—thanks to the taste and foresight of the directors. I visited all the schools on that day, and, although I could spend but a short time in each, discovered a most elevating and healthy sentiment, that will richly repay the faithful and energetic teacher whose labors made the grand success of the day possible.

MCKEESPORT—Supt. Deane: During the late vacation the old First Ward building, which year after year has been reported "unfit for use," was thoroughly renovated and put into good condition. The school opened with an increase of about 200 pupils. Nothwithstanding the somewhat crowded condition of the schools, the work has never, at this period of the term, moved with more promise of good results.

MEADVILLE—Supt. Hotchkiss: The increased attendance in our schools has made it necessary

to employ three additional teachers. Prof. Jeremiah Tingley, formerly teacher of Chemistry and Physics in Allegheny College, has been elected Principal of the High School. I am gratified to note the spirit of advancement manifested by our teachers. About *thirty* attended some school of methods last vacation; nor are they satisfied to be mere imitators, but are studying to know the *principles* of the profession. We devote a part of each session of our weekly institute to the study of Psychology, with special reference to methods of teaching.

PHŒNIXVILLE—Supt. Leister: As Arbor Day had been observed in the spring, not so much attention was given to it in October. The teachers were requested to read to their pupils on subjects pertaining to plant life, Voluntary contributions were made by the pupils of the Gay Street school, to be spent on flowers, plants, etc.

SHAMOKIN — Supt. Harpel: Our schools opened with 1699 pupils, an increase of at least 125 over the first day of last term. The primary grades are very much crowded. Our school board acted wisely in retaining the old corps of teachers and making but few changes in their former positions. This was pleasantly demonstrated on the opening day, for the teachers were more or less acquainted with their pupils, and all were familiar with the work of their several grades, so that the schools moved along as if we had but a few weeks' vacation. The high school having increased in numbers, new furniture was purchased. All the schools are now in good working order, and we have every reason to feel encouraged, and look forward to a pleasant and successful term. Arbor Day was observed by all our schools with appropriate exercises. The Board of Directors took an active interest in the celebration, and provided forty beautiful trees, which were planted by the several schools.

SHENANDOAH—Supt. Freeman: Few changes have been made in the corps of teachers. The schools of the lowest grade are again crowded, ten schools having 837 pupils. Good results, from improved methods of teaching language and arithmetic adopted in the primary schools two years ago, are now shown by pupils entering the grammar schools. Map drawing is to receive more attention this term than formerly. Each pupil studying geography is to be required to draw from memory at least one map each day. This plan has worked well during the past month.

WEST CHESTER—Supt. Starkweather: The corner-stone of a fine new school building containing twelve rooms, was laid recently with appropriate ceremonies. About 2000 people were present. The pupils of the public schools attended in a body.

WILLIAMSPORT—Supt. Transeau: During the month all our schools have been supplied with Physiological Charts, which will be a great help in the study of Physiology and Hygiene. From present indications the enrollment will be over 4000 pupils during the term.

YORK—Supt. Shelley: We are pleased to report that a most commendable interest was taken in Arbor Day. Twenty-two hundred and six trees were planted, exclusive of as many more shrubs, seeds, cuttings, etc. Regular and systematic drill in the musical scale is now given in our schools.

HAZEL TOWNSHIP—Supt. Williams: At a recent meeting of our teachers,—thirty-eight present,—the district institute was organized for the current year. It was decided to meet once a week, and the following programme was adopted: Music, Mental Philosophy, Physiology, methods of teaching, and a paper on current events. The Sisters of Mercy have built a large convent at Drifton and opened parochial schools there, with about 400 pupils. In consequence of this we closed one of our schools in that place and transferred the teacher to West Hazleton.

PLYMOUTH TOWNSHIP—Supt. Gildea: A new school-house has been built at Pine Grove and furnished with modern apparatus. Three other buildings have been supplied with slate blackboards. The primary schools have been pretty generally supplied with numeral frames, wall maps, reading charts, and call-bells. Mr. John E. Maloney, secretary of the school board, has invented a spring roller, working in a sort of wooden box fastened to the wall behind the teacher's desk.. This box will contain all the maps, any one of which may be pulled down or rolled up at will, like a window shade.

LAFAYETTE COLLEGE has enrolled 80 new students, 65 entering the Freshman class. Of the fifty members of the class just graduated more than one-fourth are teaching: their average salary is $660. Five have engaged in journalism; 15 are studying professions; the remainder are mainly engaged in engineering. Mr. H. F. Marx, of Allentown, has been added to the faculty. The gymnasium exercise required of all students and the frequent drill are bearing excellent fruit in the vigorous physical development and improved health of the future alumni.

The policy adopted about two years ago, under the new President, Rev. Dr. Knox, has proved successful; its object was to raise the standard of the college in study and discipline. At first there was a rapid decline in the number of students, as was to have been expected; persons poorly prepared were not admitted at all, while a number in each of the classes—40 in all —were dropped from the rolls, because of lack of studious habits and reasonable progress. The Freshman class of a year ago was the smallest entered in a long time. The friends of the college became alarmed, and the faculty were blamed. But in just one year the reaction has come: in point of numbers there is a gain of twenty, and it is safe to say that the institution has gained far more than in mere numbers. This season marks 60 years since Lafayette College was chartered, and 20 since the Scientific Department was organized by Mr. Pardee's munificent endowment. Of the graduates in chemistry and in engineering, about two hundred in all, two only are unemployed. The greater part are occupied in blast furnaces or in the construction of railroads in the northwest. One thousand valuable mineral specimens, mainly from Idaho and Utah, have been added to the cabinets.—*Selden J. Coffin.*

LITERARY DEPARTMENT.

PREPARING FOR CITIZENSHIP.

"BETTER late than never," is what one is inclined to say of the recently-awakened strong sentiment in favor of specific instruction and training in our public schools, in all that pertains to good citizenship. One would think the government itself should have provided for this when it organized our public school system. It certainly had a right to demand that the children to whom it proposed giving an education that should fit them for business, professional and social life, should also be prepared and fitted, by special instruction, for the intelligent fulfillment of their political duties and responsibilities. It is a fact, however, that this has not been done, except in individual and exceptional cases. If it had, perhaps the present threatening social troubles would have been avoided; certainly a very large proportion of the political corruption that has disgraced and is disgracing and weakening our public life would have been made impossible, for it depends for its very existence upon nothing so much as the lamentable political ignorance of the masses. In a republic like ours, good government and good citizenship are vitally connected. The former is possible only through the latter, and is necessitated by it.

We deem it, therefore, of the utmost importance that the study of "Civics," as it is called, should speedily be given its rightful place in our schools. It is a simple duty the schools owe to the government. But even where it is not taught as a separate branch of study, every superintendent and teacher ought to feel it a solemn obligation by every possible means to fit his scholars for the intelligent and conscientious exercise of the rights and duties of citizenship to which they will soon be called. Not a few of our most prominent and wide-awake educators have established a course of reading, obligatory upon the pupils of high schools, with this end specially in view. It is an excellent plan. Even where it cannot be made obligatory, it can yet be introduced with the best results. For the reading to be required is preeminently of such a character as will be highly interesting to every bright boy, and bright girl as well.

Manifestly a mere reading or study of the ordinary historical works is not enough. What the pupil needs is to become imbued with the true spirit and genius of our American political thought and life, to understand its whole trend and direction, and the character and relative worth of the diverse influences that have shaped and still are shaping it, as essential factors in the development of our national life and history.

A set of books which we can confidently recommend, after thorough examination, for this purpose, is the *American Statesmen Series*, advertised elsewhere in this number by Messrs. Houghton, Mifflin & Co., of Boston. They have already been introduced into a number of the best schools, public and private, in New England, where they are being used with eminent satisfaction. Under the general editorship of Mr. John T. Morse, Jr., each volume is carefully prepared by some well-known author chosen for his special fitness to treat the subject assigned him most thoroughly, comprehensively, and authoritatively; to write not merely a disconnected biography, but a full and complete study of the man and his times, and of their mutual relation; so that taken together the books of this series do, as is intended, "indicate the lines of political thought and development in American history,—embodying in compact form the result of extensive study of the many and diverse influences which have combined to shape the political history of our country."

Treating of this valuable series, an editorial in the October number of *Education*, after dwelling upon the fact that "It is highly desirable that every teacher of a grammar or a high school should inspire among his pupils the desire to become familiar with the lives of the most prominent actors in American history," quotes with approbation the following words of a business man in Boston: "The public school should, I think, prepare its boys to become intelligent, thinking, and law-abiding citizens. Since I had never received any instruction or advice in this direction, either in school or in college, I looked around, with shame at my ignorance, for some books which would give me the knowledge that every American citizen should possess. I turned to the *American Statesmen Series*, most of the volumes of which I have now read in the half-hours that I spent in going to and from my business in the horse-cars." The editorial then asks this pertinent question: "Why should not every high school in the land make the necessary arrangements for such a course of reading" by which these books should be read by every pupil, systematically, a certain number of hours each week being devoted to it? We believe it would not require much urging, if only the books were once placed in the school library, accessible to every scholar. For they are all of them exceedingly attractive and written in an entertaining and popular style. A set of works of more public value and importance has not recently been issued, nor one fuller of promise for future good results. The publishers deserve the gratitude of every true American patriot.

The thirteen volumes thus far issued are, *John Quincy Adams* by John T. Morse, Jr., *Hamilton* by Henry Cabot Lodge, *Calhoun* by Dr. Von Holst, *Jackson* by Prof. W. G. Sumner, *Randolph* by Henry Adams, *Monroe* by President Gilman, *Jefferson* by Mr. Morse, *Webster* by Mr. Lodge, *Gallatin* by Jno. A. Stevens, *Madison* by Sidney H. Gay, *John Adams* by Mr. Morse, *Marshall* by A. B. Magruder, *Samuel Adams* by J. K. Hosmer. Other volumes are in preparation. Price, $1.25 per volume.

BOOKS AS CHRISTMAS GIFTS.

As we have said in these columns a number of times, if presents are to be exchanged at all, between teachers and scholars, at Christmas, let them be something sensible, useful, and appropriate. And there is nothing that has all these qualifications more fully than a good book. It cannot be eaten up in an hour; it does not harm the recipient, but on the contrary benefits him; it does not lose in value through the lapse of time, never becomes stale; it is a more potent and persistent reminder of the donor than almost anything else can be; and for the kind and amount of value contained therein, it is by far the cheapest present that can be made.

In view of these facts, and because so many comparatively worthless books, gilded and ornamented to catch the eye, are at this season offered as "gift books," we wish again to warn our readers against being imposed upon. Better give nothing than a worthless book. Still better give a good book. A sufficient number of such has been noticed in these columns from time to time for all to choose from. We refer our readers therefore to the back numbers of *The Journal* for help in selecting their Christmas presents.

We want, however, here to call special attention to a few additional ones which we deem particularly appropriate, and ranging in price to suit all. One of the daintiest and most charming holiday books is Messrs. Houghton, Mifflin & Co's. illustrated edition of Elizabeth Staurt Phelps' deservedly popular little story of *The Madonna of the Tubs*. It certainly is one of the purest and most wholesome pieces of literary work recently produced, full of tenderness and deep pathos, cleansing, invigorating, strengthening in its moral effect on the reader. About forty illustrations by the well-known artists Ross Fulmer and Geo. H. Clements, taken from life among the Gloucertar fishermen and the scenery around them, of which the story so powerfully treats, add a peculiar interest and value, if not special adornment, to the beautiful little volume. No more appropriate, artistic, and thoroughly healthful book for a Christmas gift is known to us. Its price is $1.50. Another delightful volume is *The Round Year* (Boston: Houghton, Mifflin & Co.), a collection of sketches treating of the various phases of natural scenery, the varying moods of the year, and the diverse objects, birds, trees, berries, flowers, by land and water, that are met with in the year's circuit. All these are treated with a naturalist's accuracy of observation and a true poet's insight into the soul of things. Miss Edith M. Thomas, the author, is one of the most fresh and original of American female poets; and even in her prose the poetic spirit is ever-present, beautifying all. Her book is an exquisite production, and worthy to rank with the works of Thoreau and Burroughs. It is tastefully printed and bound, and costs only $1.25. That is also the price of another very interesting and instructive volume issued by the same publishers, called *Ancient Cities from the Dawn to the Daylight*, by the Rev. Wm. B. Wright. It gives a very convenient and entertaining history of thirteen of the representative historic cities of the ancient world, and of the phase of life and activity of which each was a type; besides devoting two chapters to the New Jerusalem. The other cities described are, Ur, the City of Saints; Nineveh, the City of Soldiers; Babylon, the City of Sensualists; Memphis, the City of the Dead; Alexandria, Petra, Damascus, Tyre, Athens, Rome, Samaria, Susa, and Jerusalem. It is a book every intelligent person, young or old, will appreciate.

A somewhat higher-priced book, and one more specially adorned in beautiful holiday dress, is the historian Benson J. Lossing's latest work *Mary and Martha, the Mother and the Wife of George Washington* (New York: Harper & Brothers. Price $2.50). It is a very handsome, square octavo of about 350 pages, with many fac simile illustrations of old drawings. It contains a detailed and graphic account, such as many a boy and girl will be delighted with, of the mother and the wife of Washington; reproduces many old letters of theirs; and besides gives a fund of historic anecdotes illustrative of the manners and customs of those days, and also of the spirit and history of Revolutionary times. The reader will gather from this book much interesting detail not to be found in any historical work, and will become more intimately acquainted with the Curtises and Washingtons and others, and the times in which they lived, than could be done anywhere else.

The cheapest work we have ever seen, however, and one every intelligent American ought to own, is the new nine-volume edition of the *Works of Washington Irving*, issued by John B. Alden, 393 Pearl street, New York. It is printed on good paper, with clear type, and beautifully bound in half-morocco with marbled edges. These nine handsome and superior volumes can be had for the sum of $5—they are easily worth double the money! One volume, containing the delightful *Sketch Book and Knickerbocker History of New York*, over 600 pages, will be sent to any one wishing it, as a specimen copy, for the nominal price of 50 cents! Irving is an author every American child should early become acquainted with and learn to love. His genial spirit, kindly humor, and pure style, fit him eminently to become the literary model of our young folks, and the worthy introduction to the further study of our literature. And he is an author whom Americans ought to *own*. A copy of his works ought to be in every home where good taste and refinement prevail,—and where they don't. No more handsome, useful, and appropriate Christmas gift can be given to any one than this elegant set of books; and certainly none cheaper than the volume offered for 50 cents. The remaining volumes uniformly bound in the same beautiful and durable style, are, 1. Life of Columbus; 3. Oliver Goldsmith and Bracebridge Hall; 4. The Alhambra and Conquest of Granada; 5. Mahomet and His Successors and Moorish Chronicles; 6. Crayon Papers, Conquest of Spain and Spanish Voyages of Discovery; 7. Astoria and Tour of the Prairies; 8. Adventures of Captain Bonneville and Sal-

magundi; 9. Tales of a Traveller, Abbotsford and Newstead Abbey, and Miscellanies. A better set of books, better made, and cheaper in price, not even Mr. Alden, with all his "Literary Revolution," has ever produced. Whoever buys it will be surprised and delighted.

FIRST STEPS OF SCIENTIFIC KNOWLEDGE. *Complete in Seven Parts. Animals, Plants, Stones and Rocks, Physics, Chemistry, Animal Physiology, Vegetable Physiology. By Paul Bert. Translated from the French. Revised by Wm. H. Greene, M. D. Philadelphia, J. B. Lippincott & Co. Price, 60 cents.*

No school, even of the most elementary character, should neglect the study of Nature. Animals, plants, rocks, the various forms of earth and sky—the grand scenery of the universe confronting us daily and nightly — challenge *careful* observation. Nature does not reveal her mysteries to the indifferent, nor does she unveil her highest beauty to thoughtless eyes. The child needs something more than merely carnal vision to interpret and classify. He must gain power to grasp firmly that which is abiding in the ever-changing flow of phenomenal things. It will not do to neglect the "sciences of observation." The child must not be left to stand in the midst of a universe of things impressing his organs of sense every hour without any effort of his teacher to awaken his thought, guide his investigations, and stimulate his inquiry.

The work whose title is given above—which has had in France the enormous sale of half a million copies within three years—we regard as especially valuable in this direction. It is scientific, and yet fascinating. It contains no random collection of physical facts, but directs the young student at once to the proper work of classification, and by a method peculiarly well-adapted to his wants. It enforces careful observation while guiding it. It lifts the veil with which careless seeing has covered things just far enough to give the young eyes a glimpse of that inner world of law and order which challenges the rational soul. We most heartily welcome it as one of our most valuable school books—valuable alike to teacher and pupil—and one which will, we trust, awaken a wider interest in what has been happily called "the science of observation." E. E. H.

SPINOZA AND HIS ENVIRONMENT. *A Critical Essay, with a Translation of the Ethics. By Henry Smith, D. D., I.L. D. 8vo., pp.* clxxix., *244. Cincinnati: Robert Clarke & Co. Price, $3.*

There is something beautifully substantial in all the books issued by this leading firm of publishers in the West. They use only the best material and their workmanship is strictly first-class. Such is eminently the case with this handsome solid volume lately issued. The paper, binding and typography are excellent, while the phototype portrait of the lamented author, given as frontispiece, is a beautiful piece of work. Dr. Smith is acknowledged to have been one of the clearest philosophical thinkers, most forcible writers, and most eminent scholars in the country. Even his opponents in philosophy and theology freely grant this. And they would have to do this if he had never written anything besides this latest production of his pen. For it is a work as able as it is important, and on a subject upon which few were better qualified to write than he. Although we grant what he maintains, that Spinoza's philosophy is at the bottom of most of our modern thought, and the fruitful soil in which is rooted and from which has sprung the strongest and most important theological tendency of the times, we do not think that he has satisfactorily demonstrated either the utter noxiousness of this tendency or that its end must be as evil—pantheism if not atheism—as he thinks; nor are we as sure as he seems to be, that he has once and for all fully controverted Spinoza's fundamental principles and proved them to be erroneous. At the same time, however, we recognize the splendid scholarship, and close, profound thinking, revealed in the whole first part of the volume. The chapters on Bacon and Descartes and their philosophies are masterly in their clear exposition of the systems and methods of these two powerful factors in the environment of Spinoza; not less full, fair and clear are those on Spinoza himself and his Ethics; while those on his Environment in the Nineteenth Century are a brilliant resumé of the movements of philosophical and theological thought in this century, and the relation of them all, through Kant in Germany and Coleridge in England, to the great Jewish pantheist's system. The second part of the volume is an excellent translation of Spinoza's Ethics, his most important and influential work. Whether we agree with Dr. Smith's conclusions or not, his work will be hailed by all scholars as a most timely one in this period of theological ferment, and controversy, and of genuine and permanent value, a worthy contribution to American philosophical literature.

CÆSAR'S COMMENTARIES ON THE GALLIC WAR: *With Notes, Dictionary, and a Map of Gaul. By Albert Harkness. Revised and Illustrated. 12mo., pp.* lxii., *377. New York: D. Appleton & Co.*

PREPARATORY COURSE IN LATIN PROSE AUTHORS, *Comprising Four Books of Cæsar's Gallic War, Sallust's Catiline, and Eight Orations of Cicero. With Notes, Map of Gaul, and a Special Dictionary. By Albert Harkness. The Same.*

Dr. Harkness has thoroughly revised his former edition of Cæsar in almost every detail, on the same plan as Allen and Greenough's. Indeed, the illustrations are the same as those of the latter, except that many of them are given as colored plates, and far superior to ordinary engravings. The map of Gaul, too, is enlarged and colored. These improvements help to make this the most attractive Cæsar we have seen, while the full life of Cæsar, and scholarly Essay on the Military System of the Romans, treating of everything relating to the organization, equipments and tactics of the Roman armies, make the book one the earnest student will no longer pronounce "dry," but full of vivid interest. The text is accurate, based mainly on Schneider, Kramer and Nipperdey, and printed. The notes are not too full. Altogether it is a book that teacher and scholar alike will appreciate.

In the other volume of Dr. Harkness, the *Preparatory Course*, the first four books of Cæsar are given, with all the essays, maps, plates, notes, etc., of the preceding volume. They are followed by Sallust's Catiline and Cicero's four Orations on Catiline, the one for Archias the Poet, for the Manilian Law, for Marcellus, and for Ligarius, with an analysis and notes on the text of each. The dictionary at the end of the volume comprises about 130 pages. In the introduction, besides the matter bearing on Cæsar, is given also a very brief outline of the life of Sallust, and a chronological table of the leading events in the life of Cicero.

NATURAL SCIENCE NOTE BOOK. *No. I. Mineralogy. By W. S. Sweeny. New York: A. Lovell & Co.*

A useful blank book to aid students in their field work, encourage independent observation, accurate perception, and succinct description.

SADLER'S COMMERCIAL ARITHMETIC. *School Edition. By W. H. Sadler and W. R. Will. 8vo., pp. 404. Baltimore; W. H. Sadler. Price $1.*

For business colleges, or those anywhere who wish to prepare themselves only in those forms and methods of computation used in mercantile pursuits—in other words, for those who want to learn only a partial arithmetic, and partial application of the same, this handsome and unusually well-made volume will no doubt be very satisfactory. But for use in our common schools, where the aim is to educate children thoroughly, not only to train them for any one special vocation in life, the very specific character of the book unfits it for use. As a supplementary arithmetic it would be useful, but as the only or main arithmetic used it would serve no good purpose.

TEN DOLLARS ENOUGH. *Keeping House well on Ten Dollars a Week; How it has been done; How it may be done again. By Catharine Owen. 12mo. Pp. 279. Houghton Mifflin & Co. Price, $1.25.*

This practical and convenient little work on housekeeping appeared originally as a serial in *Good Housekeeping*, and was found so helpful to a large number of readers that it was deemed, at their request, desirable to put it into book form. It gives, woven around a slender thread of story, a great multitude of directions, cook recipes, hints, and suggestions, that will be appreciated by housekeepers, and especially by young housekeepers of little experience and limited means.

GULLIVER'S TRAVELS. *By Jonathan Swift. Edited for Schools, with Notes and a Sketch of the Author's Life. 12mo., pp. 163. Boston. Ginn & Co. Price, 30 cents.*

IVANHOE. *A Romance. By Sir Walter Scott, Bart. Complete, with Notes and Glossary. 12mo., pp. 536. The Same Price, 70 cents.*

Both these volumes belong to Messrs. Ginn & Co's admirable series of "Classics for Children," whose points of excellence we have so often pointed out. Like all their predecessors, they are carefully edited and annotated where needful, and are printed and bound uniformly in a plain and durable style. Their low price brings them within reach of everybody. They belong to that limited class of books which nearly every child likes to read, and from reading which a taste for the best literature will be acquired. The whole series is meeting with immense favor in our public schools, and deserves a place in all our school libraries.

PUNCTUATION AND THE USE OF CAPITAL LETTERS. *By John S. Hart, LL. D. 16mo., pp. 74. Philadelphia: Eldredge & Bro. Price. 50 cents.*

Originally this little volume constituted a chapter in the late Prof. Hart's "Composition and Rhetoric." It gives in succinct and plain form the chief principles and consequent rules governing the little-understood art of correct punctuation. Its convenient form, in a separate volume, will commend it to many.

THE BEGINNER'S LATIN BOOK. *By Wm. C. Collar and M. Grant Daniell. 12mo., pp. 276. Boston: Ginn & Co.*

This is meant for those who begin the study of Latin at an early age, as all should do. It believes in Seneca's principle, that to learn by precept is hard and slow, by example and practice easy and rapid. Hence the space devoted to theory is small, and that devoted to practice large. There are plenty of exercises for translating from Latin into English, and English into Latin—and this is one of its most commendable features, for in most books for beginners their absence is felt to be a serious lack. It gives also numerous *Colloquia*, or exercises for oral practice, which is another excellent feature. The book strikes us as just such a simple, practical work as teachers of beginners will highly appreciate. It is needless to say that the paper, print and binding are all that could be desired.

HOW TO STRENGTHEN THE MEMORY; *or Natural and Scientific Methods of Never Forgetting. By M. L. Holbrook, M. D. 12mo., pp. 152. New York: M. L. Holbrook & Co. Price, $1.*

The art of never forgetting, like the art of never dying, has, we fear, not yet been discovered, nor ever will be. Dr. Holbrook is, however, correct in thinking that the memory can be strengthened, and the methods he suggests are most of them simple and sensible to a degree not usual in such works. The chapters on the "Memory of the Aged," the "Memory of Names and Localities," the "Musical Memory," and the "Culture of Memory in Schools," will be found particularly interesting and suggestive. The paper, press work, and binding of the volume are very good.

Macmillan & Co's. new classified catalogue, with index, giving a full list of this firm's excellent educational, scientific, literary and other publications, has just been issued, and will be sent to anyone writing for it and enclosing a stamp for postage.

Harper's Magazine for last month was so excellent in all its features that it is hardly possible to imagine anything better. The article on "The Literary Movement in New York," with its fine portraits, was specially important to all interested in the development of American literature. "How I found my Salon," was another remarkably interesting article by a remarkable French woman, Madam Adam. Col. Higginson's "Hints on Speech making" was decidedly the best and most practically helpful thing we have ever seen on the subject. In fact all the articles and the illustrations were so very good that it scarcely seemed possible that the December or Christmas number could be better. Yet it is. It has, for instance, an illustrated article on the "Boyhood of Christ" by Lew Wallace, the famous author of Ben-Hur; a short story, "Polly," by the author of that gem of short stories "Meh Lady;" a farce of Mr. Howells called "The Mouse Trap," besides stories by Farjeon, Miss Howard, Miss Bradley, sketches and poems, with a wealth of illustrations, many of them specially referring to Christmas. It is a grand number.

Calendars for 1887.—Of the eight beautiful calendars for 1887, published by Houghton, Mifflin & Co., two are new. These two are compiled from the works of Browning and Hawthorne. The calendars published in previous years, made up of selections from Emerson, Holmes, Longfellow, Lowell, Whittier, and Mrs. A. D. T. Whitney, are also re-issued for 1887. All these calendars are brought out on a plan *entirely new*, the chief features of which are the additional information given, in regard to the day of the week upon which each day of the year will fall, the consecutive number of each day of the year, the days on which the moon is new and full, the anniversaries of noted events and of the birth of famous men, ecclesiastical and civil days, information respecting rates of postage, and measures of length, weight, and capacity; also dates of the eclipses during the year 1887, and of the morning and evening stars.

These calendars, although not less artistic than those of previous years, and containing many features which render them of greater value, are sold at one-half the price, namely, fifty cents. Houghton, Mifflin & Company, Publishers, 4 Park St., Boston; 11 East 17th St., New York.

RING OUT, WILD BELLS.

F. PAOLO TOSTI.
ALFRED TENNYSON.

Moderato.

1. Ring out, wild bells, to the wild sky, The flying cloud, the frosty light, The year is dy - ing in the
2. Ring out false pride in place and blood, The civic slander and the spite, Ring in the love of truth and

più animato. *cres - cen - do.*

night Forev - er and for - ev - er; Ring out the old, ring in the new, Ring, happy bells, across the
right Forev - er and for - ev - er; Ring out old shapes of foul disease, Ring out the harrowing lust of

a tempo. *rit.*

snow, The year is go - ing, let him go For - ev - er and for - ev - er; Ring
gold, Ring out the thou - sand wars of old For - ev - er and for - ev - er; Ring

cres.

out the grief that saps the mind For those that here we see no more, Ring out the feud of rich and
out the want, the care, the sin, The faithlesss coldness of the times, Ring out, ring out my mournful

rit. *dim.* *lento.* *pp*

poor For - ev - er and for - ev - er; Ring out a slow - ly dy - ing cause And ancient
rhymes For - ev - er and for - ev - er; Ring out the dark - ness of the land, Ring in the

cres. *rit.*

forms of par - ty strife, Ring in the no - bler modes of life Forev - er and for - ev - - - er.
valiant man and free, Ring in the Christ that is to be Forev - er and for - ev - - - er.

THE
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ORGAN OF THE DEPARTMENT OF COMMON SCHOOLS AND OF THE STATE TEACHERS' ASSOCIATION.

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EDUCATIONAL INTEREST OF THE COMMONWEALTH.

FIFTY-SECOND ANNUAL REPORT OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION OF THE STATE OF PENNSYLVANIA.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *January* 1, 1887.

To the Senate and House of Representatives of the Commonwealth of Pennsylvania:

GENTLEMEN: I have the honor to submit, in compliance with the requirements of the law, the annual report of the Superintendent of Public Instruction for the year ending June 7, A. D. 1886, together with the annual report for the year ending June 1, A. D. 1885, which, although the Legislature was not then in session, was made, placed in the hands of the Governor of the Commonwealth, and printed.

COMPARATIVE STATISTICS.

The general progress of the public schools of the Commonwealth can be seen by the appended table in which comparison is made between the report of 1876 and that of 1886, including Philadelphia.

	Number of Schools.	Time Schools were open.	Number of Teachers.		Number of Teachers.	Salaries.		Scholars.			Cost of Instruction.
			Males.	Females.		Males.	Females.	Whole number enrolled.	Average number in attendance.	Average number in each School.	
1876	15,619	6.19	8,876	9,438	18,314	$38 42	$30 72	749,314	395,743	47½	$3,826,987 12
1886	18,400	6.77	8,707	12,313	21,020	36 87	29 41	811,576	565,846	44.1	4,582,374 35
Philadelphia.											
1876	1,878	10	77	1,801	1,878	159 57	50 31	153,031	82,975	81+	
1886	2,282	10	88	2,195	2,283	128 20	62 20	177,853	99,466	77+	

NUMBER OF SCHOOLS.

The number of schools is keeping pace with the natural increase of population; but, while the average number of children in each school is now 44.1, the average number in each school to meet the increase of the number enrolled is only 22.4. This at once shows that there is a tendency throughout the State to decrease the number of pupils under the care of one teacher. In 1876, this number was 47+; it is now 44.1. This tendency is in the right direction, for a teacher can do much better work with a school of thirty pupils than with sixty.

LENGTH OF SCHOOL TERM.

The length of the school term has increased, but of late the increase has been very small. There is great danger now of its decreasing, from the fact that the minimum is still kept down to five months. Districts have but little inducement to increase the length of term so long as they find that the whole cost of such increase has to be met by local taxation, while neighboring districts, not increasing, get the same proportion of the State appropriation with less local tax.

SIX MONTHS THE PROPER MINIMUM.

It is a very discouraging policy for the State to appropriate the school money with any partiality to those districts in which the children receive the least educational facilities. At present, districts in which the school term is only five months, and districts in which it extends to seven, and eight, and nine, and ten months, receive State aid in the very same proportion. This, to say the least, is unjust, provided the short-term districts are not too poor or too heavily taxed to increase their term. As we have before said, after a very careful survey of the whole field, we are convinced that the minimum term should be raised to six months.

We have taken occasion to examine into the statistics of 1885, to determine whether those districts whose school terms are under six months, are paying as much tax as the other districts, or as much as the average of all the districts. A careful consideration of the appended statistical table will at once show that the average tax rate of the short-term districts is much lower than the general average tax rate. This indicates that there is, in most cases, probably, not so much a want of ability as of disposition to increase the term. Moreover, the table will show that there are only eight hundred and forty-eight districts whose school term is not already over five months, against one thousand three hundred and ninety-five districts whose school term is six months and over, and that there is only *one* county whose average school term is not over five months, against *sixty-six* counties whose average is above five months, and *forty* counties whose average is above six months.

This certainly is confirmation enough of the necessity of raising the minimum term to six months, that there may be a more just distribution of the State appropriation, and no premium for neglect of interest in the education of the young.

INCREASE OF TEACHERS.

In the increase of teachers, which, from 1876, including Philadelphia, has been three thousand one hundred and eleven, it is quite evident that the relative proportion of male and female teachers has rapidly changed. In the report of 1880, excluding Philadelphia, the male teachers nnmbered nine thousand six hundred and fifty-five, and the female teachers nine thousand six hundred and fifty. For the school year closing June 1, A. D. 1886, the number of male teachers was eight thousand seven hundred and seven, and the number of female teachers twelve thousand three hundred and thirteen.

The main causes of this rapid change are, first, the increased attention given to primary instruction by means of our graded schools, and second, the lower salary paid to female teachers.

In reference to the first: The number of graded schools in the State, by report of 1876, was five thousand nine hundred and fifty-seven. The number now is nine thousand and eighty-seven, an increase of three thousand one hundred and thirty. Female teachers are found to be especially qualified for the difficult and most responsible work of primary instruction, where patience, and gentleness, and love are so indispensable. In every household, the mother has the care of the young children. She is especially gifted by Divine ordination for this high work. She is head of the family *ad intra*. This truth is becoming more and more appreciated in our educational work, and hence, the large increase of female teachers, this increase being aided by the larger number of graded schools, where, of necessity, primary work becomes very prominent.

As regards the second cause: We regret that there should be, on the part of our school directors, any such false economy. There should be no discrimination in salaries except that which is based upon merit. Primary instruction is the most difficult work of the schools. It must be of the most thorough character if the subsequent educational work is to be successful. Wherever it is efficiently done, it should receive its proper remuneration. To discriminate against it, is to make the foundation of the building weak at the peril of the whole superstructure. Salaries here should be greatly increased to secure the very highest talent attainable, and such increase will be found to add to the wages of our female teachers. Their average monthly salary, excluding Philadelphia, is now only twenty-

nine dollars and forty-one cents. This is by far too small for good and efficient teachers, and quite too large for poor ones, if measured by educational results.

To increase both the term of school and the salaries of teachers, imposes a severe task upon our school directors; and, if it is to be done by local taxation alone, it will be very slowly done, if done at all. When we add to this the great and growing need

Counties.	Tax for school purposes, less than six months.	Tax for school purposes, six months and over.	Tax for building, less than six months.	Tax for building, six months and over.	General average of counties for school purposes	General average for building purposes.	Number of districts under six months.	Number of districts six months and over.	General average of school term.	Counties in which the average term is under six months.	Counties in which the average term is over six months.
Adams	2.07	2.73	1.88	2.25	2.30	1.97	21	11	5.46	1	
Allegheny	..	..	..	..	..	..	1	74	8.87	..	1
Armstrong	5.44	8.00	35.3	6.50	5.99	4.28	29	8	5.39	1	
Beaver	6.53	7.10	5.07	4.50	6.91	4.73	15	30	6.26	..	1
Bedford	5.11	8.00	2.92	3.00	5.52	2.94	30	5	5.25	1	
Berks	1.70	3.14	1.26	1.10	2.10	1.23	42	11	6.42	..	1
Blair	7.06	9.06	2.16	5.66	8.37	4.79	8	15	6.92	..	1
Bradford	9.20	8.45	3.00	5.41	8.47	5.05	6	50	6.61	..	1
Bucks	4.00	5.43	0.00	2.56	5.33	2.56	2	37	7.87	..	1
Butler	5.10	6.24	4.00	3.72	5.52	3.87	24	25	5.74	1	
Cambria	10.56	11.00	6.45	5.08	10.72	5.97	30	16	5.95	1	
Cameron	..	..	..	..	..	..	0	8	6.52	..	1
Carbon	10.41	11.57	5.40	7.40	11.22	6.73	6	14	7.08	..	1
Centre	3.98	5.92	2.62	2.33	4.37	2.45	24	6	5.32	1	
Chester	..	..	..	..	..	..	0	70	8.09	..	1
Clarion	9.66	10.36	4.66	5.50	9.93	4.97	22	14	5.69	1	
Clearfield	7.15	7.91	4.15	5.16	7.35	4.56	34	12	5.31	1	
Clinton	4.72	4.00	2.37	1.50	4.57	2.08	23	6	5.78	1	
Columbia	6.61	8.22	4.43	2.50	7.56	3.83	16	9	6.03	..	1
Crawford	3.90	4.77	2.50	2.65	4.73	2.63	3	59	6.60	..	1
Cumberland	..	..	..	..	..	..	0	28	6.84	..	1
Dauphin	4.06	7.53	3.33	2.25	5.80	2.55	17	17	7.35	..	1
Delaware	..	..	..	..	..	..	0	28	9.35	..	1
Elk	7.00	9.80	4.00	5.50	9.33	5.29	2	10	6.83	..	1
Erie	..	..	..	..	..	..	0	39	7.96	..	1
Fayette	3.64	5.40	2.83	5.33	4.41	3.75	21	15	5.69	1	
Forest	5.00	8.89	0.00	5.00	8.50	5.00	1	9	7.52	..	1
Franklin	3.21	3.90	1.50	1.53	3.62	1.52	7	12	6.10	..	1
Fulton	..	..	..	..	..	..	12	0	5.00	1	
Greene	2.27	3.16	1.36	0.00	2.39	1.36	20	3	5.21	1	
Huntingdon	8.13	10.36	4.80	3.00	8.51	4.23	7	34	5.46	1	
Indiana	5.54	4.93	2.40	3.83	5.44	2.73	32	7	5.22	1	
Jefferson	13.09	12.07	7.30	5.60	12.85	6.91	24	7	5.35	1	
Juniata	6.89	8.12	3.66	2.25	7.18	3.31	13	4	5.29	1	
Lackawanna	..	..	..	..	..	..	1	30	8.74	..	1
Lancaster	2.25	2.25	1.00	1.10	2.25	1.10	2	51	6.92	..	1
Lawrence	3.50	3.20	1.00	1.00	3.25	1.00	4	18	6.61	..	1
Lebanon	3.50	4.72	1.66	1.75	4.19	1.70	7	9	6.11	..	1
Lehigh	1.75	3.33	1.00	1.75	2.64	1.40	11	14	6.78	..	1
Luzerne	8.61	11.43	5.25	6.45	10.89	6.33	13	38	8.04	..	1
Lycoming	5.75	5.41	3.82	3.16	5.66	3.54	38	15	6.22	..	1
McKean	..	..	..	..	..	..	1	20	7.95	..	1
Mercer	..	..	..	..	..	..	0	48	6.95	..	1
Mifflin	5.50	6.95	2.50	2.50	6.54	2.50	4	10	5.93	1	
Monroe	9.80	9.50	6.40	10.00	9.74	7.00	15	4	5.16	1	
Montgomery	1.75	2.26	0.87	1.03	2.19	1.01	7	43	8.05	..	1
Montour	5.41	6.41	3.75	5.00	5.92	4.17	6	6	6.66	..	1
Northampton	1.74	2.43	0.87	1.20	2.27	1.15	8	24	7.18	..	1
Northumberland	5.55	9.57	2.70	5.62	7.31	4.50	18	14	6.50	..	1
Perry	4.93	8.08	3.75	6.33	5.57	4.53	24	6	5.33	1	
Pike	9.00	10.14	3.00	8.00	9.73	4.67	4	7	6.02	..	1
Potter	12.09	11.67	6.66	8.08	12.05	7.69	9	20	5.99	1	
Schuylkill	3.33	8.37	2.37	2.90	6.63	2.76	26	49	8.17	..	1
Snyder	4.70	6.50	4.33	0.00	4.93	4.33	15	2	5.12	1	
Somerset	5.28	7.25	4.12	5.00	5.41	3.80	30	2	5.07	1	
Sullivan	7.50	10.14	4.66	4.66	9.04	4.67	5	7	5.54	1	
Susquehanna	9.37	10.36	7.25	5.40	10.17	5.71	8	33	6.46	..	1
Tioga	4.33	7.70	0.00	3.89	7.41	3.89	3	38	6.98	..	1
Union	3.79	3.68	3.00	3.50	3.77	3.17	11	4	5.78	1	
Venango	4.25	6.43	1.00	2.93	6.03	2.81	2	30	6.99	..	1
Warren	4.00	5.95	1.50	3.25	5.82	3.06	2	26	6.65	..	1
Washington	1.81	2.89	1.15	1.25	2.56	1.21	15	30	6.14	..	1
Wayne	5.00	6.54	1.00	3.25	6.30	3.00	5	27	6.36	..	1
Westmoreland	3.81	4.84	1.98	2.60	4.36	2.32	25	29	5.74	1	
Wyoming	..	..	..	..	..	..	1	28	6.66	..	1
York	4.77	2.66	0.90	1.40	2.08	1.10	37	20	5.77	1	
	5.50	6.85	3.00	3.71	6.24	3.53	848	1,395		26	40

of closer school supervision, and the necessary expense which this must occasion, we are almost helpless unless we call upon the State for a larger appropriation.

In 1873, when the new Constitution fixed the minimum amount of State appropriation for the public schools at one million, the average monthly salary of teachers was, for

males, forty-one dollars and eighty-eight cents; for females, thirty-three dollars and thirty-three cents. It is now, for males, thirty-six dollars and eighty-seven cents; for females, twenty-nine dollars and forty-one cents. Not only will the teachers' wages decrease, but the whole educational work of the State will suffer unless the State appropriation is enlarged. What was the *minimum* for 1873 cannot be made the *maximum* for 1886 without doing injury in some direction. Mark the great change since 1873. There were then only 14,675 schools, excluding Philadelphia; there are now 18,400. There were then only 17,459 teachers; there are now 21,020. Then the tax levied was $5,543,985.23; now it is $6,-672,185.79. Then the cost of instruction was $3,424,070.91; now it is $4,582,-374.35. In 1873, the minimum million was about three-tenths of the cost of instruction; it is now, however, only a trifle more than two-tenths, so vast has been the increase of the public school work since 1873, while the appropriation of the State in its aid has remained unchanged. The time has come when this appropriation should be greatly enlarged, and the too severe burden imposed on local taxation to support the schools made lighter. As any one can see from the above figures, one million and a quarter is less for the present cost of instruction than one million was for that cost in 1873. One million and a half is now required, and, unless made, the danger is that the school term will decrease, the salaries of teachers diminish, and the need of closer supervision be unanswered.

CHILDREN IN THE SCHOOLS.

By referring to the first table of comparative statistics, it will be seen that the whole number of children enrolled, and the average number in attendance during the year covered by the report of 1876, was about in the ratio of nineteen to ten. The ratio for 1886 is about fourteen to ten. This indicates some progress, but reveals the fact that many of our children are not enjoying the benefits of our public schools, and that there must be great irregularity in attendance. This demands careful consideration, and is a strong argument for that closer supervision to which we shall subsequently refer.

CHILDREN DEPRIVED OF SCHOOL PRIVILEGES, IRREGULARITY OF ATTENDANCE.

The organization of our system of public schools presupposes that the children of the Commonwealth shall receive the benefits thereof, and that no children, if possible, shall grow up in ignorance, or without a good common-school education. The children need this, and the State must also guard itself against the serious perils of ignorance; for, as Gœthe has well said, "nothing is more terrible than *active* ignorance." Every effort, therefore, should be made to carry out this plain pre-supposition of the school system. At present, however, we have no authorized means of determining the number of children between any ages who are deprived of the benefits of our public schools, and of all other opportunites of education. This number may be large or small. If large, the danger is only the greater; if small, it should be promptly reduced to a minimum.

In our judgment, the Legislature should require every district school-board to appoint an officer, whose duty it shall be to take a careful census every year of all the children of school age within its jurisdiction; of all who attend the public schools, and private or select schools, and all who attend no school whatever, between the ages of six and eighteen. Upon the basis of such authorized statistics, reported annually to the School Department, we can easily ascertain the number of non-attendants, and open the way for proper legislation in protection of the young, who, at their own peril and that of the State, are growing up in ignorance.

If, in conjunction with this, our superintendents will secure from every school within their jurisdiction a carefully-prepared table showing the number of all pupils attending less than twenty days, all attending from twenty to forty days, and for every additional twenty days throughout the legal school year, we can form some correct conception of the irregularity of attendance, which also demands careful watching. This is an additional argument for that closer supervision to which we shall soon refer.

STATE NORMAL SCHOOLS.

The profound significance of the teacher's profession is not yet properly recognized. Many men, of considerable intelligence even, think that school education covers too narrow a field of life to have facts and principles capable of constituting a science, and that teachers of common schools are but day-laborers, having no professional standing, and hence needing no professional training. On this account, our normal schools will have many trials to meet and many difficulties to overcome before reaching the position towards which they are struggling.

As yet, our advanced high schools and colleges do not supply these schools with a sufficient number of students whose thorough literary attainments warrant a more exclusively professional course of studies. In fact, our normal schools are necessitated to do this preparatory academic work themselves. In this way, they render themselves liable to the charge of being only academies with a *quasi*-professional annex.

We have all along very much regretted the necessity of directing so much attention to the academic training of the students in these schools, and have carefully studied how to keep the purely professional element from being too much neglected, without, at the same time, sacrificing the thorough literary instruction required.

The large supply of teachers required for the educational work of the State, and the very low average of salaries given for educational labor, make it almost impossible to lengthen very much the present term of study. Some, with great earnestness, have advocated the addition of another year. In due time this will come, and be of immense account in enlarging the sphere of professional studies and giving opportunity for more definite and continuous Model practice, which, when rightly conducted, is of so much value.

The literary instruction may have been given in harmony with the best principles which the present philosophy of school education is able to give, and in such form as to bring into view the very best methods which either the science or art of teaching furnishes. We are not calling this in question at all; but we must keep in mind that the students, at the very outset, are backward in their literary studies, and have but little knowledge of psychology. Hence, they are forced to make every exertion in preparing for their daily class-work, and must be, of necessity, far more anxious about the *matter* of what is taught than about the *manner* or *method* of teaching it. They fear to spend any more time in the model school than is absolutely required by law. They make the minimum here the maximum, if they can. In addition to this, being subject at the close of the course to a rigid State examination, covering all the academic studies pursued, they, with their professors, are tempted to sacrifice all efforts towards enlarging the course of professional studies through fear of the issue of the final examination-test.

With the desire of securing a clearer view of the difficulties of the situation, and of discovering, at least, some temporary relief which might, at the same time, fix the glance of each school upon the desired goal, we called a meeting at Harrisburg of all the normal school principals. The whole matter was fully discussed, and a plan was settled upon with considerable unanimity, which will, we think, in some measure, help on the work in the right direction.

That the thoroughness of preparatory academic instruction might not be sacrificed, it was thought best that the usual examination to promote the juniors to the senior or graduating class should be confined to academic studies, and be eonducted by the State Examining Board, and that those only who should be able to pass this test should enter the graduating class. Hitherto, this examination has been conducted by the faculty of each school, and the students advanced without any interposition of the State Examining Board, thus leaving the whole State test of literary qualification to the close of the graduating year. Moreover, the course of studies was so modified as to place the chief burden of academic studies upon the years preceding the graduating year.

Although the course of studies as now arranged is not very satisfactory to us, and will need, in our judgment, some important changes, yet we have felt constrained to approve it on account of our great anxiety that the graduating year should be given more fully to the work of professional training, taking up the whole history and science of school-teaching, and illustrating in detail the pyschological ground of every method by a greatly enlarged course of practice in the model school. Such practice, in our judgment, is very essential. Indeed, it sustains the same relation to the normal school studies as a moot-court does to a law school. Here theory finds verification; here principles pass into direct conscious application; here science makes its transition to art; here the furnished scholar learns to handle with vigor his whole armor, as a page when he became a belted knight and entered the tourney. The *teacher* needs scholarship, of course, but he needs something more: he must have knowledge, and, at the same time, thoroughly master the art of imparting it. To this end our normal schools were established; in this direction they steadily tend. In the above plan, however, no one thought for a moment of not holding with firm grasp the essential truth that professional knowledge cannot exclude scholarship. Evidently, he who knows not

the subject to be taught can never be a master of the method of teaching it.

If this plan be persevered in, and these junior examinations be made rigid. so as to give a clear test of literary qualification, the issue, as any one can see, will be the lengthening of the preparatory course, so that one year, at least, of unfettered professional training may be secured. This, of course, will be found to be inadequate, and we may hope to be able in time to secure another full year for kindred work.

Inasmuch as the State Board of Examiners are not required by law to do this additional work, and as it must be done voluntarily, if done at all, we suggest that it would be well to have an act passed requiring it, so that all students in our State normal schools upon entering the graduating class, as well as upon leaving it, may come under a State test, which, in the two examinations, shall cover in full all the studies of the normal school curriculum.

The table of comparative statistics here presented shows the steady advance of these schools, and the great work which they are accomplishing for the schools of the State. The whole number of students in these schools, by report of 1876, was 3,724. The number has now reached 4,999, a gain of 1,275. The number of graduates has more than trebled. The total number of scholars who have attended these schools since their foundation is now 67,073.

The same appropriation in behalf of these schools should be made by the present Legislature as was made by the last, viz.: five thousand dollars for each school. This is far less than other States are appropriating to the same class of schools. It is, in fact, but little more than half as much, even when including what our law requires for tne students who graduate. This latter appropriation should now be fifty thousand dollars. The amount of the appropriation of the last Legislature for this purpose will be inadequate to fulfill the requirements of the law.

Our conviction still remains firm that the State, in view of its appropriation from year to year, should require of the trustees of each school that the chair of professional studies be filled by the appointment of the School Deparment, and that said appointee be required to give a detailed account of all his labors by annual report to the Superintendent of Public Instruction, and be subject to removal by said Superintendent upon proof of inefficiency or incompetency. This would serve to bind the schools more closely to the State, and relieve them from the uncertainty of receiving appropriation from the State for this purpose.

	Number of students for the year.	Graduates for the year.	Total annual income.	Total annual expenditures.	Balances.	Total number of students since recognition.	Graduates in elementary course since recognition.
1876	3,724	190	$337,996 91	$359,173 83	—$21,176 92	27,258	1,086
1877	3,541	174	263,022 02	253,386 72	+ 9,636 92	32,658	1,264
1878	4,003	174	429,718 52	365,311 10	+ 64,407 42	36,879	1,420
1879	3,844	256	282,911 65	284,784 45	— 1,872 80	40,781	1,446
1880	3,873	262	328,557 52	324,800 05	+ 3,757 47	43,156	1,955
1881	4,213	266	355,931 41	323,676 67	+ 32,254 74	46,718	2,118
1882	4,286	326	377,353 29	365,208 14	+ 12,055 15	49,795	2,414
1883	4,590	334	*293,086 30	*292,786 94	. . . . .	54,379	2,755
1884	4,656	342	392,208 31	371,198 78	+ 21,009 53	58,475	3,129
1885	4,629	377	370,302 01	341,911 13	+ 28,390 88	62,541	3,496
1886	4,900	420	434,844 41	384,161 40	+ 50,683 01	67,073	3,899

* Not including Twelfth district, which failed to report in time.

TEACHERS' INSTITUTES.

It is plain that all our teachers cannot have the benefit of a professional training in our State normal schools. The number is too great for us to expect this. It is important, therefore, that they use every opportunity within their reach to advance their professional skill and zeal. Well-conducted teachers' institutes are exceedingly valuable for this purpose; indeed, in our judgment, indispensable.

It is not out of place here to mention in brief some of the benefits derived from these institutes. Teachers, especially in our country districts, are very much isolated. They need the inspiration gained from association. Engrossed with their daily routine of labor, and deprived of all chance of any frequent consultation with others of their own vocation, their work is in danger of be-

coming a monotonous task, lacking all incitement to that professional zeal which prompts to new exertion and sweetens every toil. These yearly conventions serve, in a great measure, to keep up the *esprit de corps*, and to give rest and recreation so much needed and so valuable, while each teacher feels the support of, and enjoys communion with, the profession at large. Again, by means of the pointed instruction of experienced educators, many difficulties are removed, better methods suggested, troubling mistakes corrected, false tendencies thwarted, and new inspiration aroused. Through valuable lectures and addresses, educational interest is awakened, and the warm sympathy of large communities gained in behalf of the schools. Parents, and teachers, and directors come face to face, and the duties and responsibilities of each are more clearly understood.

It would be a fatal mistake not to encourage these institutes in every possible way. We call attention to what was said in our report of last year, and make urgent request that, by act of the Legislature, directors be required to give five days to teachers attending institutes, paying them the same amount that they would have received if engaged in actual teaching during that time.

The following statistics in relation to these institutes shows what potent factors they have been, and still are, in our educational work, and how essential they are felt to be by the teachers themselves. Note particularly the large and increasing membership, reaching nearly eighteen thousand; the vast body of spectators, numbering more than thirty thousand; the increasing number (how sadly small as yet!) of directors. We call attention, also, to the very frequent reference made to these institutes, and the valuable suggestions given in the appended reports of our superintendents.

COUNTY INSTITUTES.

	Number of actual members.	Number of spectators.	Number of school directors.	Number employed in the common schools of the county.
1876	13,523	28,623	1,812	10,712
1877	13,109	33,930	2,047	9,907
1878	13,303	31,850	2,080	9,203
1879	13,508	19,475	2,001	10,351
1880	16,847	35,135	2,175	13,398
1881	16,747	34,750	2,485	13,765
1882	17,124	33,580	2,457	14,023
1883	16,938	34,230	2,596	14,983
1884	17,373	38,195	2,843	13,480
1885	17,444	32,565	2,449	14,482
1886	18,156	34,112	2,880	14,853

SECONDARY EDUCATION.

Thoroughness in the work of primary education cannot be too rigidly enforced. A child who cannot read fluently, write with ease, and perform ordinary arithmetical calculations with promptness and great accuracy, is crippled for life. We mean by reading fluently, the power to grasp thought in its visible forms as quickly and as clearly as in its audible forms. By writing with ease, we mean the power of expressing thought in properly written language as clearly and forcibly as in conversation.

Many subjects of study can be mastered in the school of experience. Social intercourse and quick observation can do away with many educational defects; but no child by such means can ever learn to read, or write, or cipher. Hence, any neglect of these primary branches is not to be tolerated in our schools, and no effort can result in good which sacrifices these in the interest of anything beyond.

But any organized system of public instruction cannot confine itself exclusively to this primary work. A civilized Commonwealth requires much more than this. The personality of the child also demands vastly more before it can come to its full freedom and power. The responsibility of the State in behalf of the citizen cannot be met without attending to something beyond merely primary education. Secondary education is a necessity, and belongs to any well-regulated system of public instruction.

We mean by secondary education that intermediate instruction by which the young are advanced either to the higher fields of study and investigation which our colleges and universities have in view, or to that practical knowledge and skill demanded by the trades and industries which characterize our modern business life.

Secondary education is, therefore, twofold. Our high schools and academies are attending to one part of this work with a good measure of success. Indeed, no State has advanced its high-school academic work beyond that of our own Commonwealth. The other part of secondary education, however, by which our common schools should be supplemented in the way of industrial and art training has been too much neglected.

This subject is meeting with universal attention just now. Our Canadian neighbors in the Province of Ontario have taken the matter in hand with great earnestness. By legal enactment, power was given to make regulations for the organization and

management of art-schools. A curriculum of studies was organized, and four art schools established: one at Ottawa, one in Kingston, one at Toronto, and one at London, and still another, we are privately informed, has been established at Hamilton. In addition to these, numerous mechanics' institutes were organized, many of which conducted evening classes, giving instruction to a very large body of students in machine drawing, phonography, telegraphy, etc., including, in fact, nearly all the trades and professions of the whole Province.

Valuable work of this kind has been done in our State, through the enterprise of private citizens, and in a few cases by our larger municipalities. But, in our judgment, something more is required in the way of public encouragement. Our boroughs, where sufficient material is at hand, should have power to organize such supplemental schools into which the graduates from our common grammar schools may enter, and fit themselves for entering our fields of industry with that preparatory qualification which will prepare them for greater usefulness. Many boroughs, also, should have evening schools conducted in such a way as to give opportunity to our ordinary mechanics and laborers of any age to advance to the rank of skilled workmen. Most assuredly the same facilities as are given for advanced academic training should be granted to the industrial portion of our population, for this forms a very essential element of our national prosperity. The act approved June 25, 1885, authorizing central boards of education in cities of the second class to establish and maintain schools for instruction in the mechanic arts and kindred subjects, should be extended to all cities of ten thousand or more inhabitants.

SCHOOL SUPERVISION.

No system of public schools can be efficient without most careful inspection. In this respect, our State is defective, not from neglect of our county superintendents, for they have been, in most cases, earnest and faithful and full of labors, but because the number of inspectors is far too small for the very large and increasing number of teachers and children.

Let us briefly recount what a proper inspection of schools requires, and see how utterly impossible it is to accomplish this work with our present force as it ought to be accomplished.

We have seen no better summary of the duties of a school-inspector than the one given by the Honorable George W. Ross, Minister of Education in the Province of Ontario, Canada. We insert it here, with some slight modification, to adapt it to our conditions:

COUNTY INSPECTORS' DUTIES.

It shall be the duty of every county inspector—

1. *To visit each school* under his jurisdiction at least once in each term.

2. *To spend half a day in each school.* Where a school has several departments, the inspector should devote half a day to each department. When, however, from the character of the work done, an inspector thinks it would be in the interest of the school to extend his visit over the whole day, he should do so. The half-day limit is the average time required for each visit.

3. *To satisfy himself of the progress made by the pupils from time to time.* This cannot be done without many memoranda of the standing of each class. It will therefore be necessary for the inspector to make copious notes in regard to each recitation, showing the condition of each class, and the proficiency attained in the several subjects of the curriculum. This part of the work should be thorough and searching, and the conclusions arrived at should be based on the inspector's own observation.

4. *To examine into the methods of instruction pursued by the teacher.* To do this the inspector should require the teacher of the school to teach several lessons in his presence. In this way the teacher's methods can be observed, and hints given for improvement should he evince any faults of method or of manner. Great attention should be paid to methods: the proper and logical presentation of a subject is so important that success is impossible without it.

5. *To teach a few model lessons himself.* The proper method of teaching subjects that are found to be neglected or badly taught by the teacher should be exemplified by the inspector. Here all the qualities which go to form the model teacher should be exercised. His methods of questioning and of receiving answers, of rousing the enthusiasm of the class, of securing by apt illustration the judgment of the pupils, are all eagerly watched by the teacher, and should serve both as a model and as a stimulus to him in the future.

6. *To ascertain the nature of the discipline exercised by the teacher.* This, no doubt, will appear from the attention and diligence of the pupils, without any special inquiry. The *manner* of the teacher will very soon indicate the nature of the discipline. It would be well, nevertheless, to ascertain whether corporal punishment is frequently resorted to, and, if not, what are the punishments (if any) usually inflicted.

7. *To examine the registers, maps, seats,* and all the internal and external equipments of the school-house. (*a*) Registers: he should see that the register is properly and neatly kept, and ascertain whether or not entries are made therein daily: (*b*) that the maps are suitable and well preserved; (*c*) that blackboads are in proper re-

pair, and that crayons and brushes are fully supplied; (*d*) that the furniture is generally adequate; that proper attention is paid to the heating (*e*) and ventilation of the rooms; (*f*) that the fences and out-houses are in proper repair; (*g*) that the school library is suitably cared for.

8. *To report to directors in regard to such matters as require their attention.* This duty the inspector should never neglect. The directors of schools expect to be informed and directed as to many matters coming under the cognizance of the inspector, who is, in a certain sense, their officer, and is elected for the very purpose of aiding them in the discharge of their duties. His report, therefore, on the school should be full. Everything coming within the scope of the duties of the directors should be mentioned in detail, and in no case should the school appropriation be withheld until they have had an opportunity of removing any defect to which their attention has been called.

9. *To give such advice to teachers as may be deemed necessary.* This part of the inspector's duty should be performed with tact and delicacy, and perfect frankness. Whatever defects in the teacher's manner, or in his discipline of the pupils, or methods of instruction, are discovered during the inspection of the school, should be plainly pointed out. Wherever the inspector has reason to believe that there is any defect in the organization of the school, or in its classification, or in attention on the part of pupils, it should be referred to, and the proper remedy suggested. This, of course, should be done privately—not in the presence of the pupils.

10. *To suspend a certificate,* when he is fully satisfied that the teacher is incompetent or immoral, or has willfully violated the school law, or the regulations of the Educational Department. In the final investigation by which such suspension is to be confirmed or set aside, the fullest opportunity should be afforded the teacher to vindicate himself. Judicial fairness should, in this instance, also characterize the conduct of the inspector.

How plain it is that our County Superintendents having within their jurisdiction hundreds of schools, in districts scattered over a large area, cannot accomplish the work properly involved in their office. Our counties, excluding Philadelphia, average about two hundred and seventy-five schools per county.

The recent act, empowering the school directors of any city, borough, or *township* in this Commonwealth, having a population of over five thousand inhabitants, to elect a superintendent, was in the right direction. But it is not enough, and reaches only those centres of culture where the real need of inspection, although imperative, is not so great.

After most careful consideration, we are convinced that prompt legislation must be taken to improve our present supervision of schools. What is needed—how much only those familiar with school work can tell—is that our school directors be permitted by law to form circuits, (made up of contiguous districts, or districts near at hand within their own counties,) including a population not greater than five thousand, or of a single district including not less than ten schools, each of which circuits shall have a district superintendent, elected by the directors residing therein, whose duty it shall be to report to them and to the county superintendent each month during school term, the condition and progress of the schools within his circuit after a careful inspection, giving full details of all that the county superintendent and himself may feel to be necessary for the further improvement and efficiency of the educational work therein. The district superintendent should be paid out of the funds of the district or districts constituting his circuit, each district paying its *pro rata* share, and his minimum salary should be equal to the highest salary paid to any teacher within his circuit. All this more definite inspection should be under the control of the county superintendent, who should have authority to commission the district superintendents within his county upon their election by the directors, with power to revoke the same on the same grounds as he now has power to revoke a teacher's certificate. In case of resignation or vacancy arising from any cause whatever, the directors should be authorized to proceed at once to the election of a successor for the unexpired term. The term of office and qualification of candidate should be the same as in the case of a county superintendent.

This, while giving us more close inspection, will not multiply coördinate school officers in the county. The county superintendent will continue to be chief supervisor, and the only one authorized to sign certificates. These district superintendents will be his aids, through whom he can reach every school in his territory; for these district superintendents can take a careful census of the schools, and discover the number of children deprived of educational privileges; they can correct the irregularity of attendance by reporting monthly to the directors and superintendents, and devising remedial plans; they can regulate the organization of libraries, and form an intelligent comparison of the districts and schools in relation to apparatus, text-books, and school-buildings and grounds; they can conduct evening meetings and local insti-

tutes, arousing interest among the immediate patrons, and stimulating a healthy emulation between the schools; they can, by their monthly or more frequent visitations, accomplish more fully what the law has required of the directors, and which, although required, has been in very many cases neglected; they can aid the directors in their selection of teachers qualified for their special fields, and they will educate themselves into a body whose good executive ability in the management of schools will be a help which every earnest county superintendent will hold in the very highest regard, and which he must have, if he is to make his own labors in a county effective in the way of frequent and definite inspection.

In view of the various records to be kept by the county superintendent, and the necessity of having some fixed office for consultation, and for various other reasons, the common custom, followed in very many of our counties, of giving him a fixed office in the county court-house, should be an established law. The propriety and advantage of having the various competing school books and series of school books upon all subjects taught in the common schools; the various kinds of improved school apparatus, school furniture and appliances, exposed in such office for the ready inspection of teachers, directors and friends of education, will at once be perceived, and should commend the measure to the favorable consideration of the Legislature.

SCHOOL-BUILDINGS.

Great care needs to be exercised in reference to our school-buildings. Their site, and size, and heating, and lighting, and ventilation, together with their furniture, apparatus, out-buildings, and grounds, require frequent inspection. The physical dangers arising from wrong location, crowded rooms, bad ventilation, and improper distribution of light, are not far off, but already upon us. The children of the Commonwealth have been suffering from negligence in this regard for years. From reports of superintendents, and from personal observation, we are fully convinced that a large number of school-buildings are in use throughout the State so defective in all sanitary respects as to be unfit for occupation. Children in them are receiving injuries which years cannot efface.

The only means we have at present for correcting their sad condition are ineffectual. Teachers can complain, but their complaints may be unheeded. Superintendents can inform the directors, and report to the State Superintendent, but neither County nor State Superintendent has any authority to go beyond complaint and advice. Citizens can petition the courts, and the judges can dismiss the directors and appoint others in their place, but this remedy is rarely resorted to in matters of this kind. Some other corrective should be found, more practicable and capable of more prompt application. The matter of school buildings should not be left so entirely in the hands of local school-boards. The county superintendent is, by the very nature of his office, an inspector of schools, and this includes the fitness and unfitness of the buildings for efficient school-work. The School Department has always regarded it as a part of the superintendent's duty to examine in full the internal and external equipments of the school-house; to see that the furniture is adequate; the apparatus sufficient and in good condition; that intelligent attention is given to the ventilation, heating, and distribution of light; that the out houses, fences, and grounds are in proper repair, and that the comfort and health of the children are in no way endangered by neglect. Why, then, should not some measure of authority accompany such inspection? Why should it become in the end vapid, and die away in mere helpless complaint? In our judgment, the superintendents should have authority to condemn school-buildings unfit for public use, and notify the school-directors at once of the facts, with the reasons fully assigned. This should be the first step, but not the last. Should the directors of any district fail to act upon such notification, and not in due time remedy the evil, then the superintendent should be authorized to apply to the judge of the county, and he, on such application, should be required to appoint a visitor at the expense of the district, and if said visitor finds the building or buildings worthy of condemnation, the joint report of superintendent and visitor should be forwarded to the Superintendent of Public Instruction, and he, on the strength of such joint report, should be required to withhold the State appropriation until the directors correct the evil. In case of any disagreement between superintendent and visitor, the Superintendent of Public Instruction should be called in to decide. Something of this kind, which other States have already adopted, is very necessary, and we urge the Legislature to give the matter serious attention.

But something more than this is required. The amount of money spent in purchasing grounds and buildings, and repairing school-houses, and furnishing the same in this Commonwealth is immense; and, in the absence of any extensive experience, or any thorough knowledge of what school architecture demands, and without any clear understanding of the necessity or methods of proper ventilation and lighting, our directors, in hundreds of cases, move in the dark, and great waste in the application of funds is the consequence, and the good results which, with the same or less outlay, might have been reached, are not attained.

More than thirty years ago this subject was brought to the attention of the Legislature, and an act was passed and approved, and a sufficient appropriation made to secure a carefully-prepared work on "School Architecture," embracing a valuable and methodical treatise on the grading, location, lighting, heating, ventilation, furniture, and apparatus of school-houses. This book, although out of print, is of great value even now, for it was the work of an editor of whom this Commonwealth may well be proud. Again, ten years ago, Dr. Wickersham, in his valuable report of 1876, says: "In contrast with the practice abroad, the school-houses of the United States are built and furnished by local boards of school directors. It cannot be expected that many of them have given attention to the subject. Every district may have a plan of its own, or may build without any plan at all; with the result that our country school-houses compare unfavorably with those of many countries, and are much inferior to those of some of the more enlightened. We probably spend more money on school-houses than anywhere else; but it is too often spent blindly, without regard to the scientific and artistic principles that must be observed in the erection of a sightly, convenient, healthy school-house."

What is now very much needed is a work on school architecture, similar to the one authorized by the Legislature in 1854, and edited by Dr. Burrowes; but broader in scope, and embodying the results of the present advanced knowledge. Such a work should embrace full details in regard to all the sanitary conditions which enter into the structure of school-buildings, giving the last and best results of scientific investigation. It should explain the plan of school-grounds and inclosures, and define the method of their proper ornamentation; it should give, in minute detail, the most convenient school-buildings which the experience and skill of this and other countries have been able to construct, with estimates and necessary explanations. In fact, it should be a compendium of all that pertains to the proper internal and external equipment of schools of all grades, that our school directors may have ready at hand the best information and guidance that can be secured to aid them in their responsible work.

The cost of such a work ought not to stand in the way. In our judgment, an appropriation of five thousand dollars would enable the School Department to place the material for such a work in the hands of the State Printer. If properly executed, and sent to every school district in the Commonwealth, its practical value would more than over-balance all outlay. We again most earnestly urge the Legislature to re-enact the 45th section of the act approved May 8, 1854, and appropriate sufficient funds to carry it into execution.

ARBOR DAY.

We are pleased with the prompt attention which has been given by our schools to Arbor Day. The interest awakened must be continued and increased. Let there be no yielding until our school-grounds everywhere throughout the State are what they ought to be; until our children are so well established in the faith that the wanton destruction of our forests shall meet with such a loud rebuke from every household in the land as to enforce protective legislation, the necessity of which becomes more appalling from year to year. It is estimated that there are thirty-five hundred square miles in the Commonwealth of Pennsylvania adapted only to forest-culture, and already a very large part of this area is denuded of forests. Our children will be called upon to replant these vast tracts, and should now be educated not to repeat the folly which rendered them treeless and barren.

PHYSIOLOGY AND HYGIENE.

The practical operation of the act of Assembly requiring the subject of physiology and hygiene, with special reference to the effects of alcohol and narcotics upon the human system, to be introduced into the schools of the State as a legal branch of study, strengthens and confirms our belief in the wisdom of the law. The act was approved April 2, 1885, and went into effect at the beginning of the school-year in June following.

The commendable spirit in which the measure was so generally acquiesced in by

the patrons of the schools, its prompt enforcement by directors, the earnest coöperation of superintendents, and the willingness of the teachers to comply with its provisions by a ready performance of the duties required of them, offer an unanswerable argument in proof of the fact, that such instruction given to the children in the public schools is in favor with the people, and in harmony with a strong and growing public sentiment throughout the Commonwealth.

There have been short-comings in some instances, and partial failures in others, but these are few indeed in comparison, and occasioned more, we believe, by a misunderstanding of the law's requirements, than by a disposition to evade its provisions. All things fairly considered, the friends of the measure have cause for congratulation, and even the most sanguine and hopeful of its advocates can find much to commend in the work of the first year.

The good results that will come from judicious and timely instruction in the subject will, in the near future, demonstrate the practicability of temperance teaching in the public schools, and will fully justify the policy of the course pursued.

The principles underlying moral instruction in the schools, as a proper preparation for good citizenship, as well as to afford protection and safety to the individual, are pressing themselves more forcibly to-day than ever before, upon the earnest attention of our teachers. The causes, only too clearly discernible, that made such teaching an absolute necessity, need not here be referred to.

The right to impart such instruction cannot be questioned with any degree of sincerity or consistency, and, when made an imperative and lawful requirement by the State, it becomes the duty of all concerned to render willing obedience thereto.

To this end may all whose privilege it is to aid in the work of mind-training and formation of character, continue to labor diligently and thoughtfully, not relaxing anything in vigilance and oversight, nor fail in the performance of any duty that will tend to promote the educational and moral interests of the Commonwealth.

E. E. HIGBEE,
Supt. Public Instruction.

WAIT the years, nor speed them fast;
But equipped who latest stays;
God's still voice will speak at last,
God's sure hand will point the ways.

LEARNING WHILE TEACHING.

BY L. E. MORSE.

I HAVE been teaching some few years, and I believe I have learned more in that time than I have taught; at least, what my pupils have acquired from the text-books has not been as much, I think, as I have learned from them in the way of psychology—or, if that word is too clumsy, say child-mind. When pupils and teachers are new to each other, the first thing the child does is to observe, with minuteness and accuracy if not scientifically, everything he sees about the teacher—his face, clothes, tone of voice, manner, his linen even, and finger-nails. He has not been in the teacher's presence two hours before he has, in his childish way, "sized up" that strange being who is to be his master for the next few months.

Little Edward is learning to count, and gets as far as twenty and stops, puzzled; his little brain is striving to reason it out, his brow is clouded, and his lips working; in perplexity he looks up at the teacher. Is there a kind, sympathizing, encouraging look for him, or is there a lowering scowl? Whichever it is, that determines little Edward's progress. Crops won't thrive in bad weather, and a child's mind won't expand on frowns.

I have often thought there was a close analogy between catching young fish and handling naughty boys. The expert angler never "yanks" the fish out of the water bodily,—he lets the fish wear himself out; and I have often pursued the same course with naughty boys. Not long ago a boy of mine daubed his face with ink, to the great amusement of his neighbors. My attention was called to it, of course, and I joined in the laugh, much to his surprise. When the mirth had in a measure subsided, I kindly—brotherly, as it were—told him if he was trying to represent an Indian, he should have put a patch on here, more on there, and not so much on this place, and a different color in that place; adding, that a few feathers would complete his costume, and that if he really wanted to do that sort of thing he must do it well; but just now he might go to the brook and wash his face; to-morrow, if he chose, he might come with his war-paint. He never troubled me any further in that way.

It is a great error, I believe, for a teacher to sit primly on an elevated platform, entrenched behind a desk, literally and figuratively, and call little children to the

"throne" to recite what they have learned. The most successful teachers I have ever known were in the habit of sitting down in the midst of the pupils, working with the pupils—in short, acting the part of an elder brother who wants to teach them certain things, and who is all kindness and sympathy. A teacher who goes out with the boys and "catches" for them, or umpires for them, or keeps tally—who is "hail fellow" with them without losing his dignity—is the teacher whose slightest word is a command, and whom public opinion—child opinion, school opinion—won't allow any naughty boy to worry. No boy bothers a teacher unless he has the tacit moral support of his class.

There are few pleasures in life greater than that of watching, guiding, and directing the growth of mind in children who love and respect their teacher.

Journal of Education.

EDUCATIONAL METHODS IN PENNSYLVANIA.

BY G. G. GROFF,

Professor of Bucknell University, Lewisburg, Pa.

DURING the summer vacation I attended a State convention of teachers in one of our Southern States. While seated in the back part of the room, a lecturer on methods of instruction made references to my own State, to her methods and systems, which, during the same session, called forth from me a vigorous protest, and which has led to the preparation of this article.

The lecturer said that in Philadelphia (and from his remarks I thought he meant in the State at large) there was nothing to be learned by the earnest student of improved methods. He also said, Germans were poor students, and undesirable in the school-room. Being of quite pure "Pennsylvania Dutch" blood, I was naturally aroused, set to thinking, and urged to protest.

For several years I have been telling my pupils that not all the wisdom of the world is taught in the school, nor is it all between the covers of printed books. "Nothing to be learned in Philadelphia by educators!" And yet this city is called "the city of homes," more people here owning their homes than in any other large city in the world. Are the means which lead up to this of no interest or value to teachers? Again, in variety of her manufactories, and in the value of the products, Philadelphia surpasses all other cities of the Union. It is *par excellence*, the city of small industries. In a recent editorial, the *Atlanta Constitution* truthfully says, "Philadelphia is the happiest and, all things considered, the most prosperous city in America." And yet there is nothing for educators to learn there? On the moment, it occurred to me that Philadelphia trained in her schools the two great financiers, Robert Morris and Jay Cooke, the men who furnished the money to carry on the Revolution and the late great civil conflict between the States. But her schools have not produced Jay Goulds, Jim Fisks, or Vanderbilts, men who pile up their millions without regard to the legal or moral rights of other members of the community.

The schools in Philadelphia and in her vicinity trained McClellan, Hancock, Meade, and Pennypacker, names illustrious in the recent struggle between the States. Did those States so prolific in new educational methods do better? Her institutions trained and nourished Fulton, Franklin, Rittenhouse, West, and Peale, names honored throughout the civilized world. Her medical men were long recognized as the foremost in America and without rivals, and her lawyers were not without reputation. Pennsylvania farmers are the best in the Union, a fact which I think no one can successfully deny—and yet there is nothing to learn here! It is true her sons have never developed the intellect which makes orators noted for saying anything but the truth; nor manufacturers who can produce wooden nutmegs, lightning rods, clocks, and many other articles, not for use, but for sale.

The gentleman, like a great many others, was mistaken, because he depended upon the schools for all the instruction which goes to make the citizen. The public schools exist for the purpose, not of teaching the rudiments of a literary education, but to make *good citizens*. This idea is commonly lost sight of. To train the intellect seems all that most teachers feel to be their duty. The moral and physical natures are too often forgotten. To make good citizens, the intellect, the moral nature, the physical being, the will—all must be moulded. The public schools aim to do the complete work for all classes, especially for those who are poor and dependent. If they fail in any particular then they are unsuccessful. We feel that in Pennsylvania the results are as good as attained elsewhere, no difference what are the methods employed. This Pennsylvanians should feel and assert. Too long

we have been considered "Dumb Dutch." If we are not noted for "cleverness," we do stand by our "solid worth." "My son, be good, let who will be clever."

THE BETTER WAY.

BY JAMES JOHONNOT.

THE old method of teaching reading treated the subject as a mere mechanical matter, consisting of the recognition of letters and the pronunciation of words. Little or no attention was given to the thought contained in the matter read. The lessons being mechanical, were necessarily dull and uninteresting to the pupil, and the consequent delivery was dull and monotonous to the hearer. Under these adverse influences, acquisition was slow, and years were often frittered away in obtaining the skill which should have been acquired in as many months.

The new methods reverse all this process. Reading is regarded as the expression of thought, and in the first lessons the thought is developed and understood before the reading begins. Effort is made to awaken mental activity, and the reading comes in as one of the forms by which this activity is made manifest. In this way reading becomes a necessary part of the operation of thinking.

To make the new methods successful, care must be taken in regard to the materials of thought. When the subject-matter is above the comprehension of the pupil, mechanical reading must result. The words are without contents, and the feast is that of husks. In this statement may be found the philosophy which underlies the present demand for supplementary reading.

Many of the advocates of the new education have had a very vivid perception of the shortcomings of the old methods, with very little idea of the nature of the material demanded of the new. Hence many of the elementary readers recently published are as fragmentary as those of the past age, and they deal with thoughts foreign to the experience of pupils, and above their comprehension.

The new education demands that the subject matter of readers shall be such as will most effectually awaken interest and arouse mental activity.

This matter must deal with familiar topics, and be of such a character as can be illustrated by objects, and will lead to observation and investigation.

The readers must be graded so as to meet the wants of the different classes, and this graduation must be based on both thought and expression.

The mastery of reading must come from thinking, and at the same time it must be made the means of reaching higher thought.

Reading and study must thus go hand in hand, mutually assisting each other, dealing with the same topics and working for the same end.

Natural history is one of the most fundamental of all the subjects which can be presented to pupils. The topics treated are interesting; they appeal to the observation; they are connected with daily experience, and they deal with life, which always possesses so great a charm for children.

By means of natural history reading-books, the art of reading will be more quickly mastered in consequence of the greater interest excited, and at the same time the mind is best prepared to grapple with the problems which the formal study of the science presents.

Thus, instead of the monotonous and dismal drill work in reading, so wearying to the child and trying to the teacher, there will be enlisted that most important auxiliary to good instruction, the active interest and attention of the pupil; and the result will be two-fold—the acquisition of facility in reading, and the attainment of useful knowledge.

TWENTY PIECES.

BY ANNA C. BRACKETT.

I SEND you this month twenty pieces of advice, which I made out for two girls just beginning their teaching in a country town. They may be of value to others in the same place. They are made by a practical teacher for young teachers, and, if followed, will save many troublesome days and much weariness.

1. Let nothing prevent you from thoroughly preparing every lesson—*no matter how simple*—that you are to give next day. Never go into the school-room without knowing exactly, *even to details*, what you are to do.

2. No matter what happens, be sure you keep your temper.

3. Don't omit to visit all the families who send children to your school. Make a friendly call. Don't wait for them—and show yourself *really* interested in them and their children.

4. If any trouble occurs with any child, or there is danger of any—go and see the parents and get their co-operation.

5. Don't be in a hurry about punishing, if necessary. *Waiting* to think it over never does any harm.

6. Be sure everything about your dress, desk and school-room is always in perfect order.

7. Try and make the room attractive, so that the children will find it pleasant.

8. Remember always that it is the best interest of the *children and school*—not your own—that you are to work for.

9. Be sure that you carry out exactly all the directions you give. *Think well before you give them;* but then carry them out.

10. You must be entirely, wholly, and always *just*. If not you will not command respect—and not to have that, means failure.

11. Be VERY careful in your dealings with other teachers in the town. Never give them occasion to think that you set yourselves above them. If you are working *for the schools*, there can be no jealousy. Make them welcome in your rooms. *Seek* to know them. You can both give and get help, if you work in the right spirit.

12. Dress *perfectly — simply*. Celluloid collars and cuffs will save washing, and can always be neat and clean. Dress should be plain, without much trimming. If it were not for the washing, I would say, wear white aprons in school.

13. For arithmetic classes, do all the examples yourselves at home before the time; then you will know what you are about, and can tell where the error is. Keep ahead of your class.

14. Talk over all your difficulties together.

15 Don't take any part in any village *gossip*. Don't allow yourself to talk about *any one* in the village, unless you have something good to say.

16. Try and make the children *polite* to each other in school.

17. Try the plan of having a school house-keeper for each day. Try and get the children to feel interested themselves in keeping everything neat and in order.

18. Don't be afraid to say "*I don't know*," if you don't.

19. If you have made a false statement about anything in a lesson, don't be afraid to acknowledge it.

20. Correct all errors in English speaking that you notice.—*American Journal of Education.*

TOM'S TRIP TO ARABIA.

HINT FOR TEACHERS OF GEOGRAPHY.*

TOMMY had failed in his geography lesson, and was sent to his seat to learn it. He did not look happy. It was uncommonly hard, thought Tommy, to be tied to a stupid book and shut up in a schoolhouse, when he knew where there was a patch of wild strawberries just pleading to be picked; and, as ill-luck would have it, Lyman Lathe knew the place too, and might get there first.

Tommy sighed as he looked at the long column, and began desperately: "Arabia is bounded on the north by Turkey, on the east by—oh dear, what a long name!—E-u-p-h-r a-t-e-s river."

He could remember the other boundaries better, and after two or three whispered repetitions, he was ready for the products.

"The chief products are coffee, dates, indigo, spices, and various gums," he repeated over and over

"Coffee, dates, strawberries—no—strawberries, coffee—oh no, no strawberries at all! I'll just put my head down on the desk and say it all over again." he said to himself.

But he had scarcely got to the end of the first sentence when a strange thing happened. A queer looking little man seemed to pop out of the top of his desk. He reminded Tom of the Turks he had seen at the fair in Boston. His trousers were loose and baggy, and he wore a red turban on his head. His face was so jolly that Tom did not feel in the least afraid, and said boldly, "Well, who are you?"

"Don't you know me?" said the little man. "My name is Geography. I'm the man who makes it, you see. I ride about the world and find out things to put down in the books. It's time for a new edition, and I'm on my way to Arabia to collect new facts. Would you like to go with me? I've had paralysis of my right arm, writing so much, and now I need an amanuensis. What? Don't know what that means. Well, just ask my cousin Mr. Dictionary—next time you see him. Ah, there's the west wind coming! Will you go? The west wind blows east, you know; so that's the wind for us. Halloo, there!" he called. "Now, lively, if you want to get on board."

* Teachers of public schools may gain valuable hints from this peculiar method of pointing a moral. The sentence, "I never knew it was like stories before," contains the kernel of the lesson the writer is trying to put before teachers.

Tommy never could tell how it happened; but in an instant he was whirling through the air, with gleaming water or misty hills far below him. At last he heard his companion say, "It's time to take in sail. Now for a spring!"

Tom, rubbing his eyes in astonishment, found himself standing ankle deep in sand, with nothing but sand about him as far as eye could see. "This is the great Arabian desert," explained his guide. "You see how it is blown into little wave-like drifts by the wind. It is sometimes called the 'fiery sea,' on account of the reddish color of these waves. And here," he continued, "is a *sand-gulf*. A German baron came here once with me, and he tried to find the depth of one of these gulfs. He dropped a sea-lead into the white sand, and it sank so fast he was obliged to let go the line, which instantly disappeared. But why don't you write this down?" he asked suddenly.

"Oh," said Tom, in confusion, "I did not know this was to write. I thought this was a story."

"Why, it's all stories," laughed the jolly man. "Now I must find an oasis for you. Ah! here is one. You see this clump of tall palm trees with grass growing beneath. We find these green spots in the desert wherever there is a spring of water. They are the delight of caravans and wandering Arabian families. I call the Arabs nomadic in my books. That means they have no fixed home. They pitch their tents by one of these springs, and live there until the water fails, and the goats and camels have eaten all the grass; then they must go on. These trees are date-palms. The date is one of the chief products of Arabia."

"Yes," said Tom, eagerly, "I know that. Dates, coffee—"

"That reminds me," interrupted Geography, "that I must go down to the southwestern part of the country and look at the coffee-trees. The light breeze will carry us there. It is lucky," he continued, as they were borne on by the wind, "that there isn't a sand storm now. The last time I came here I was caught in a terrible one. I had to hide behind a rock and bury my head in the sand until it passed by."

All at once Tommy felt himself landed again, and now he saw on every hand a great stretch of glossy green leaves.

"Pull out your note-book," said his companion, "and write that this is the province of Yemen, where the celebrated Mocha coffee grows. Mocha, on the Red Sea, is the principal port where the coffee is shipped. If you will believe me, those wretches in Egypt and Abyssinia bring their coffee here and ship it as genuine Mocha; so when you drink Mocha you can't tell whether it is Mocha or not. You needn't write that," he said, mournfully.

Tom had hardly tucked his note-book into his pocket when another flight through the air landed them in a broad, unpaved street of a queer, old town.

"This is Mecca, the birthplace of Mohammed," said Geography. "It is visited annually by two hundred thousand pilgrims, my last edition says; but my friend here, El Tamar, tells me the number is not so great now. That curious, square building in this walled enclosure is the Caaba, or House of Allah. You can't get a nearer view of it, as none but Moslems are permitted within the walls. In one corner of this building is the famous 'black stone' which the Moslems believe was brought from heaven by the angels. It is worn smooth by the kisses of the faithful, and the granite walk around is kept smooth as glass by the feet of pilgrims. Every Mohammedan who is able is expected to make the pilgrimage once in his life-time. Why don't you write all this?" he asked fiercely.

"I beg your pardon," said Tom. "I forgot. It sounded so much like a story."

"Of course it is a story," growled the little man. "Now we will fly over to Medina, and see the Mosque which contains the tomb of the great prophet."

"A very dingy, dark city," thought Tommy, when they arrived, "and no business going on."

"No," said his friend, answering his thought, "There is no business done here. There is nothing here but the Mosque, which you can't enter, as you are not a believer, and even a Moslem may not look at the tomb of the prophet, which is hidden by silk curtains. The beholder would be blinded by a flash of holy light."

Tommy had barely time to jot down this information when the wings of the wind whirled them away again, leaving them on a rock plateau which, Geography told him, was in the province of Nejd, in the interior. Here are produced the finest horses in the world. "Arabia is the native home of the horse," wrote Tom from dictation, "also of the camel and dromedary. The latter are very useful for carrying—"

"Halloo!" cried Geography, suddenly. "The very thing! Here is a caravan bound for Muscat. That is the chief port on the Persian Gulf, and near the great pearl

fisheries. You ought to see the fish on that shore. I've seen the harbor just blocked with sardines."

Tom looked up and saw a line of camels, laden with bales of goods, headed by a beautiful black horse and a swarthy rider, who wore a gay silk scarf wound round and round his head.

"How would you like to ride a camel?" asked Geography. Before Tom could reply one of the camel drivers lifted him up on the back of one of the patient creatures. The animal started off at a brisk trot, and Tom felt a queer, dizzy feeling in his head. He was certainly falling. Down—down! Where was he? Was this sand? or was it a floor? Tom started up and rubbed his eyes. The camels, drivers, and funny man, all were gone, and he was sitting on the floor of the school-house. The teacher was coming toward him. She tried not to laugh as she said, "I was just coming to wake you when you fell off your seat. You have had a long nap. School has been done half an hour, and you may run home now. We will leave the geography until to-morrow, when you are not so sleepy."

"I never knew it was like stories before," said Tom, sleepily, as he left the room. But Miss Trix did not understand him; neither did she understand how he knew so much about Arabia, the next day.

American Teacher.

OUR COMMON MINERALS AND ROCKS. *

HOW TO DETERMINE THEM.

CHILDREN delight to handle and play with natural objects, to learn their different properties. The stones found loose in the fields, or builded into the mountain precipices, that pave our streets and form the walls of our houses, all have a history, and all can be made to impart useful lessons to school children, even the youngest of them. Rocks form all the soil from which grow plants and from which, directly or indirectly, all of our sustenance is derived.

The perceptive powers of children's minds should be developed, and in no way is this better done than by lessons on minerals, plants and animals. Our State is full of educated people, who are passing through life seeing few of the beauties of nature about them, and all because in school no attention was given to any subjects except those in a few adopted text-books! Text-book knowledge will be of little value in life, while the child who has been taught to love the works of nature will have sources of the purest delight open to him in whatever part of the world he may be.

There breathes for those who understand
A voice from every flower and tree,
And in the work of nature's hand
Lies nature's best philosophy.

Teachers are deterred from doing any work with minerals and rocks because they think the subject very difficult and entirely beyond their best efforts. In this idea they are however entirely mistaken. The elements of the science are all equally easy. Mineralogy and Geology in their elements are just as easy as the elements of Arithmetic and Grammar. Indeed, the speaker thinks it is much easier and far more pleasant to handle a class in Mineralogy or Geology, than one in Grammar or Arithmetic. The truth is, the number of minerals and rocks called "common" is very small—not over, say 50, all told—and then for any given locality, as in Lancaster county, the common rocks are not over half a dozen, and about the same number of minerals. But in many counties there is not more than one rock or one or two minerals. How easy then to teach these and their properties! We have used the terms *rock* and *mineral*. These should now be defined: A rock is any mass or layer forming a part of the earth's surface. Rocks are often formed of different substances, called minerals; thus, granite, the common rock in New England, is formed of quartz, mica, and feldspar, intimately combined. Minerals are pure and of one substance. Marble is a good illustration of a mineral. Precious stones are minerals, as the garnet, amethyst, topaz, etc. The veins in rocks are generally pure minerals. In nature, rocks and minerals are separated from each other by no sharp lines, but minerals pass into rocks and rocks into minerals. Thus limestone, a rock, may pass insensibly into marble, which is a mineral from its purity, and a rock from its extent. Granite may gradually change until it becomes a bed of pure mica, feldspar, or quartz.

In Eastern Pennsylvania, the commonest minerals are *quartz*, *calcite*, *iron pyrites*, *mica* and *feldspar*, to which we may add an ore of iron, *limonite*, and *serpentine*. The common rocks are limestone, marble, sandstone, schists, serpentine and trap (called sometimes granite).

* A lecture delivered before the Lancaster County Institute, November, 1886, by Dr. Geo. G. Groff, of Bucknell University, Lewisburg, Pa.

The characters of the minerals may be arranged in a table, as shown at foot of page.

Some of the terms used in the table must be described. Hardness is determined with the knife. That which one can cut is "soft," what cannot be cut is "hard," any mineral which readily scratches glass is "hard." Marble is soft, iron pyrites is hard. Color varies greatly in minerals; quartz and calcite, mica and feldspar, may be of every color from white to black, and this is true of most minerals. The acid test is made with any acid, as chlorhydric or sulphuric; or strong vinegar will answer. The mineral should be reduced to a powder and thrown into the warm acid; watch closely for any action. Cleavage is a term applied to minerals when they break in any definite manner; thus if a piece of quartz is laid on a stone and broken with a hammer, the fractures are all irregular, while in the case of calcite or feldspar, the mass broken will be into smaller, but regular crystal-like particles. The mica can be separated into thin leaves. This is known as cleavage.

A short description of each of the minerals named will now be given:

Quartz is the most abundant of minerals; it occurs both massive, and in six-sided crystals, which are colorless, white, and of other colors. It is very hard and cuts glass readily. It is insoluble, infusible, and without any cleavage. Ground into grains and cemented together, it forms sandstones. It exists loose in the soil, and in veins in limestone, and in other rocks where it can always be distinguished by its hardness. Flint, hornstone and chert, jasper, chalcedony, amethyst, false topaz, smoky quartz, "Cape May" and "California diamonds" are all forms of quartz.

Calcite is, next to quartz, our most common mineral. It is of all colors, but is readily cut with a knife and effervesces when thrown into an acid. When struck with a hammer, it cleaves into rhombohedrons. It is found in veins in limestone, and in crystals in cavities in various rocks. Stalactites in caves are calcite.

Iron Pyrites or "pyrites" is a hard yellow mineral called "fool's gold." It is so hard that it will scratch glass, or strike fire with a flint. It often occurs in very beautiful cubes, octahedrons, and dodecahedrons, in limestone and in coal mines. Copper pyrites is distinguished by being so soft that one can cut it readily with a knife.

Mica is the mineral used in our stove doors and called "isinglass." It is a constant constituent of granite. There are many minerals which have a micaceous structure, but true micas may be distinguished by the fact that their laminæ are *elastic* und *flexible*. Minerals not micas have *inelastic* laminæ.

Feldspars are hard, marble-like minerals found in some places in considerable deposits, and constantly a constituent of granite. This mineral is softer than quartz, and much harder than calcite. Quartz has a glassy lustre, while that of feldspar is pearly. Quartz has no cleavage, while feldspar cleaves in two directions.

Limonite is a common ore of iron, of an earthy appearance, sometimes metallic, and giving a yellowish streak and powder. When in a powder, it is called yellow ochre. The common ore of iron which gives a red powder is called *hematite*, and the one giving a black powder is *magnetite*.

Serpentine is a soft mineral with a soapy feel, usually of a greenish or grayish color. It is infusible, and is a valuable building stone. Its color, softness and greasy feeling distinguish it.

The rocks common are *limestone*, marble, sandstone, schists, serpentine and trap or granite. Serpentine is the same as the mineral and is distinguished in the same way. Limestone has the same composition as calcite and hence answers to all its tests, except cleavage. Marble is only *pure limestone* and hence has the same tests. Sand-

NAMES.	HARDNESS.	COLOR.	WITH ACID.	CLEAVAGE.	REMARKS.
Quartz	Cuts glass .	White, colorless, all colors.	. . . . .	. . . . .	Massive and in hexagonal crystals called "diamonds."
Calcite	Soft	White, all colors . . .	Effervesces.	3 directions perfect .	Found in veins in limestone.
Iron Pyrites . .	Cuts glass .	Yellowish brass color . .	. . . . .	. . . . .	Called "fool's gold."
Mica	Soft	Colorless to black . . .	. . . . .	1 direction perfect .	Called "isinglass" in our stores.
Feldspar	Cuts glass .	White to green	. . . . .	2 directions perfect .	Looks like marble, but twice as hard.
Limonite	Soft	Yellowish to earthy . . .	. . . . .	. . . . .	"Iron ore."
Serpentine . . .	Soft	Greenish to gray	. . . . .	. . . . .	Soft and a little greasy to touch.

stone is formed of grains of quartz and hence has all the characters given for that mineral. Pure granite contains the three minerals quartz, feldspar, and mica. In Eastern Pennsylvania, much of their "granite" is an igneous rock, consisting mainly of feldspar, and a dark tough mineral called hornblend. This igneous rock is called "trap." A brief description of these rocks will be given.

Limestone may be of all colors, from pure white to black, from pure to very impure, from a firm hard rock to the softest chalk, Its principal varieties are blue, gray and black, etc., and named from its colors. The red and yellow colors are due to iron oxides, and the black and gray to carbonaceous material, for these burn white. It is called "fossiliferous" when containing fossils; "coral limestone" when formed of coral; "crinoidal" when formed of crinoid stems. "Bird's eye" limestone is so called from bright, sparkling crystalline spots of the size of a bird's eye, disseminated through the rock. Silicious limestone contains sand or quartz. Chalk is soft limestone generally composed of microscopic shells of sea animals. Marl is often very similar to chalk in composition. Tufa is a porous limestone made by limestone deposited on mosses, etc., from spring water. Marble is limestone purified, and crystallized. It may be of all colors. *Caverns*, *sink-holes* and *sinking springs* occur only in limestone regions, because this rock is soluble in rain-water. Limestone has all been formed from sea shells and skeletons of sea animals, hence wherever we find this rock, we may be sure the sea once rolled. This rock when it decomposes makes our most valuable soil.

Sandstones are abundant in nearly all parts of the world. They are of all colors. Sandstones were once only beds of sand on the seashore. In time the loose grains became consolidated into a solid rock. The cementing material is either carbonate of lime or iron oxide. If a sandstone absorbs water when immersed in it, it is valueless in a freezing climate. The test may be made by weighing the stone and then throwing it into water and again weighing. Sandstones make thin soils.

Shales, *slates* and *schists* are difficult to recognize by the student. Roofing slate and writing slates are examples of true slate. The "slate" of our coal is a shale. Shales are rotten fragile rocks which cleave parallel to the bedding of the rock. Schists are firmer than shales, cleave in the same way, and are crystalline. In Southern Pennsylvania, schists are commonly called slates.

Trap rocks are dark-colored, hard and very tough, and durable. They are generally valuable for all purposes to which granite may be put. For samples of granite, consult the stone cutters of your nearest town.

To give instruction in minerals, the teacher should first make himself familiar with the common specimens in his neighborhood. When this is done he is ready for work. With a hammer, break from a rock or bowlder nice clean specimens, not more than an inch in the greatest diameter, and such a number that every pupil may have one specimen to himself. Distribute the specimens to the pupils. Then on the blackboard, before the pupils, write the following terms, which pupils should copy on their slates or on slips of paper.

Form,	Transparency,	Touch,
Structure,	Hardness,	Odor,
Color,	Toughness,	Taste,
Streak,	Fracture, or Cleavage.	Weight.
Lustre,		

We will suppose that a piece of common *anthracite coal* has been passed to each pupil. The teacher first calls for the form of the specimen: a pupil answers and all agree that it has no definite form; it is *irregular* in shape. Then structure is asked for: it is like hard clay, hard cheese, or black glass; it is *homogeneous*. Color: a little boy answers *black*. Streak is made by rubbing it on a piece of unglazed porcelain, or by pounding some to a fine powder. The lustre is adamantine; it is opaque; and toughness is determined by striking with a hammer. The complete analysis will read about as follows:

Form, *irregular*.	Fracture, *curved*.
Structure, *homogeneous*.	Touch, *smooth*.
Color, *black*.	Odor, o.
Streak, *black*.	Taste, o.
Transparency, *opaque*.	Weigt, *light*.
Hardness, *soft*.	Name, Anthracite Coal.
Toughness, *brittle*.	Value, for fuel very great.

For marble the study would read as folows, viz.

Form, *irregular*.	Fracture, *crystalline*.
Structure, *homogeneous*.	Touch, *rough*.
Color, *white*.	Odor, o.
Streak, *white*.	Taste, o.
Transparency, *translucent*.	Weight, *light*.
Hardness, *soft*.	Name, Marble.
Toughness, *brittle*.	Value, For houses, and monuments.

The teacher will observe that any speci-

men may be studied, whether name is known or not. We wish to develop the perceptive powers of the mind, and not to learn names. After the specimen has been analyzed, the teacher should ask pupils concerning the value of the mineral, and then after drawing the school out as much as possible, add all that he knows, in addition.

Teachers are urged to go to stone-cutters in our towns, for specimens and for information about minerals. Ask pupils to bring in specimens, and you can soon found an interesting cabinet.* Give at least one exercise each week on minerals and rocks, and you will be surprised how much interest you can awaken in the subject. Remember that by making school pleasant and interesting, you can do much more good than by hammering away every day with the regular studies. It is the duty of every teacher to teach a good many things not in the adopted text-books, or in the preseribed curriculum. It is the right of every child to know about natural objects which are in sight every day.

TEACHERS' SCRAP-BOOKS.

BY F. B. GAULT.

THE scrap-book is entitled to a friendly consideration by every teacher. It is a great aid in a live school. Being so easily made, its benefits are accessible to any teacher. A scrap-book I have made, which is a never-failing source of interest to pupils, and very useful for illustrative purposes, is a picture scrap-book. Our primary teachers have make a picture scrap-book by pasting into a book advertising cards, small chromos, and other pictures. All primary teachers are familiar with this device for interesting the little people during intermissions on stormy days. The scrap-book to which I refer is somewhat different in purpose and compilation. A large atlas that had outlived its usefulness was taken, and therein were pasted cuts from illustrated papers, from cast-away books and magazines, from circulars and from other sources. The book now contains many pictures of historical scenes, others of geographical importance, portraits of authors, many cuts of scientific interest, and others of natural history specimens.

Historical Scrap-Book.—This book comprises a vast number of newspaper sketches of current or past historical events. Notes, incidents, anecdotes of great men, extracts of speeches—in fact it contains a fund of information, both curious and useful, that the histories do not afford. The well-known, as well as the obscure facts of history, are given with that racy flavor so characteristic of newspaper or magazine articles, the utter absence of which style makes the school history so dull and unattractive. Such a book will grow in value and interest with age. To the historical classes, it is particularly interesting. Historically speaking it is a "quaint and curious volume of forgotten lore."

Geographical Scrap-Book.—This is a collection of curious geographical facts and incidents. Here again the newspaper is invaluable. Descriptions of cities, natural scenery, explorations, discoveries, voyages, tours, monuments and public buildings, are clipped from the papers and spread upon the pages of this scrap-book. It is needless to add that pupils pore over this volume with decided relish for its strange and useful facts.

Reading Scrap-Book.—This, of course, all teachers know how to compile. A book of well-selected scraps makes the best supplementary reading that I know of.

Literature Scrap-Book.—The literature class in the high school prepared this book. Two members of the class were designated the custodians of the book. A scrap-box was made. Into this teachers and pupils threw scraps that had something of a literary bearing. Pupils were asked to read the papers and clip therefrom meritorious poems, anecdotes of authors, biographical sketches, and the like. These were deposited in the box. The custodians arranged the material thus afforded in the scrap-book. We bought the "Mark Twain" kind, as this book is to be a permanent volume in the high school library. A large book has already been filled. I have given little attention to the work, except to contribute scraps from my own papers. Upon referring to this book, as these lines are written, I find a large portrait gallery of noted authors, quite a complete collection of biographies, and very many interesting stories and incidents in which one or another of our great writers has figured. Besides, there are a number of late poems that have appeared in the magazines and have been copied into the newspapers. To me the volume is exceedingly interesting and valuable, and will, I am sure,

*Teachers who wish a chart of the common minerals of Eastern Pennsylvania arranged so as to be easily determined, will receive same by sending twenty-five cents to the author, Geo. G. Groff, Lewisburg, Pa.

thus impress others. Each of our literature classes will be required to make a volume of this sort. In a few years it will be an important and unique department of the school library.

Thus I have indicated briefly a few of the ways in which newspaper articles may be made to render invaluable service in the school-room. Compiling the book is not after all the best result of the plan here recommended. It teaches pupils to read the papers, and to read for information and profit. The habit thus formed of searching the papers for grain, and neglecting the chaff, will always tend to make newspaper readers that seek the paper not as pastime, or for the nauseous sensations, but for the intelligence, and the mental improvement. Eventually it will prove a quiet, effective contagion, that will set the entire school to reading the papers freely and intelligently. The newspaper is a great educator, and an indispensable factor in modern school work.

But there is imperative need that children shall be taught how to read and utilize a newspaper so as to secure its benefits in the highest measure, and at the same time escape certain tendencies of the modern and average paper. The clippings used in the literature, reading, history or geography class, and afterward put away in their appropriate book for safe-keeping, and as a part of the permanent literature of the school, will go a long way toward awakening an interest in the newspaper, and in securing its proper use by our pupils.

LOUD AND MUCH TALKING.

BY J. H. LEE.

ONE of the faults into which teachers sometimes unconsciously fall, is that of loud and much talking in the school-room. It is a curious fact that loud talking and much talking seem to go together. A teacher who talks loud is apt also to talk much, while the teacher whose tone of voice is subdued but firm, uses few words.

The tone of the teacher's voice, and the number of his words, has much to do with his influence in the school-room. A habitual loud and sharp or boisterous tone, indicates shallowness, if not self-conceit. It often creates an unfavorable impression on the minds of pupils before they are fairly conscious of a real dislike to the teacher. Words in a school-room are like monetary currency in places of trade: a given amount is necessary for the transaction of business. All over and above that necessary amount is not only useless, but injurious to the operations of trade and industry. It also depreciates in value as it increases in volume. The more a currency is inflated the less any given piece of it is worth. In like manner a certain amount of voice and verbiage must be employed by a teacher in a school-room, in order that the work of the room may proceed properly, under his guidance and control. But all he emits over and above that is not only useless but injurious. A noisy teacher is sure to have a noisy school; a noisy school is less favorable for the progress of pupils than a quiet one. It is also less easily governed. And the noisy teacher has usually so weakened his influence that, even were the school not somewhat demoralized, he could not so easily govern it as a more quiet teacher could.

The Good Book somewhere says, "In quietness and in confidence shall be your strength." This is often true of teachers. Some very ordinary persons display great strength as teachers, when close observation will reveal the fact that their strength lies largely in their quietness and air of modest confidence in themselves. Even the ass arrayed in a lion's skin passed for a lion—till he roared. Oftentimes it is the roar alone which determines whether the teacher is a lion or an ass. It may be remarked in passing that a lion rarely roars; still more rarely does a first-class teacher roar in his school-room. He moves about with a quiet step and with a watchful eye. His words are few and quietly spoken, but full of significance. Every word has a moral force not alone in its meaning, but in the tone and manner in which it is uttered. He never threatens; he rarely rebukes or reproves or says anything relative to government; he does not say much even about the work going on; he spends few words about the lesson to a class—fewer still to pupils on their seats. But yet he maintains better government, secures better order, gets out of his pupils more and better work, in short, teaches a better school than any noisy teacher in the country.

The moral of this story is, that a teacher's voice should be loud enough to be easily heard by the pupil addressed in any part of the school-room, but never louder, never sharp or boisterous. His words should be few and well chosen. They should be numerous enough to say in brief and concise form the things necessary to be said, and no more. *Western School Journal.*

THOUGHTS FOR TEACHERS.

IN a recent address, Edward Everett Hale made an interesting statement concerning the Boston Latin School when he was one of its pupils, some fifty years ago. "I am quite sure," he said, "that even cowardly boys of the school would have been more afraid to tell a lie than of any consequence of telling the truth." He attributed this high tone not to the discipline of the school nor to the example of the teachers, but to the right feeling of the boys themselves. "It was a tone given by the scholars," he remarked. "It was a thing understood among them, that a boy who would tell a lie was a cowardly and mean fellow, and as such was to be politely cut by his fellow pupils until he had learned better."

THE universe is the express image and direct counterpart of the souls that dwell in it. Be noble-minded, and all Nature replies, "I am divine—the child of God. Be thou, too, his child and noble." Be mean, and all Nature dwindles into a contemptible smallness.—*F. W. Robertson.*

THE utter lack of knowledge which many parents show regarding the schools which their children attend is almost shocking. Indeed, it may be broadly affirmed that not one parent in ten can tell whether the teacher of his child teaches him properly or not.—*Good Cheer.*

TIGHT DRESSING, though the most serious hindrance to the habit of good breathing, is not the only obstacle. There are careless ways of sitting and standing that draw the shoulders forward and cramp the chest; and it is as hard for the lungs to do good work when the chest is narrow and constricted as it is for a closely-bandaged hand to set a copy of clear, graceful penmanship. Then there are lazy ways of breathing, and one-sided ways of breathing, and the particularly bad habit of breathing through the mouth. Now the nose was meant to breathe through, and it is marvellously arranged for filtering the impurities out of the air, and for changing it to a suitable temperature for entering the lungs. The mouth has no such apparatus, and when air is swallowed through the mouth instead of breathed through the nose, it has an injurious effect upon the lungs. A story is told of an Indian who had a personal encounter with a white man much his superior in size and strength, and who was asked afterward if he was not afraid. "Me never afraid of man who keeps mouth open," was the immediate reply. Indeed, breathing through the mouth gives a foolish and weak expression to the face, as you may see by watching any one asleep with the mouth open. It may be noted that an anæmic, or low condition of the blood is seldom found when there is an established habit of full, deep breathing with the mouth closed.

JOHN QUINCY ADAMS, during his long term of service in Congress, was never known to be late at his seat. On one occasion, just as the clock struck the hour for the commencement of the session, a member inquired of the Speaker if it was not time to call the House to order. "No, sir," was the reply; "Mr. Adams is not yet in his seat." Just then Mr. Adams appeared, and it was shown that the clock was three minutes fast.

THERE is a hint for preachers who, having eyes, can see as to the positive teaching the times require, in the reply of the canny Scot: "Weel, if yoú had a goot pit o' peef put down before ye when ye was hungry, it's not on the bones ye would begin first. There's fine, juicy, sappy things in the Bible, an' it would be better feedin' on them than to be worryin' over dry bones."

LAYING aside those natural qualities of mind and heart, and that fitness which no school training can give, we would say the first requisite for the teacher is *scholarship.* Morals belong to the home and to the church, to be supplemented by the schools. Schools are the only organized means of disseminating truths and knowledge; hence they should teach these. *Methods of instruction* must be taught. These must be suited to the age and ability of pupils, and a knowledge of the laws of mind must lie at the foundation of all true teaching.

THE educational experience of the civilized world is common property, and, while there is no danger of overrating the value and importance of home comparison, international comparison as illustrated in universal expositions is, perhaps, still more fruitful in good results. What the scientific educator needs to know is this, namely, the best things thought and done relating to the matters in which he is concerned.

THE true end of education, of whatever kind, we must set steadily before us. There are some who wish to know that they may know; this is base curiosity. There are

some who wish to know that they may be known; this is base vanity. There are some who wish to sell their knowledge; this is base covetousness. There are some who wish to know that they may edify; this is charity; and those who wish to be edified, and this is heavenly prudence. The object of education is that we may learn to see and know God here, and glorify Him in heaven hereafter.—*Archbishop Farrar.*

CULTIVATE the habit of never showing vexation. There seems to be a certain amount of *felinity* about the average small boy. This spirit of persecution is directed against the teacher if easily harassed or irritated. The skill and ingenuity of the live teacher will be used to guide this spirit rather than to crush it. Utilize these activities of the child, and they at once become the source of his highest satisfaction and success. Save the boy for good in spite of himself.—*S. S. Townsley.*

HELPFUL HINTS.—Try not to grumble or find fault with those things not pleasing to self which occur in every-day life. Try to find the bright side of every disagreeable thing which happens. Have patience with all things, but chiefly have patience with yourself. Cheerfulness is a crowning duty. A cheerful heart must not be sacrificed to careful housekeeping. Happiness and unhappiness are qualities of the mind—not of place or position. If you cannot be happy in one way, be so in another; and this facility of disposition wants but little aid from philosophy, for health and good humor are almost the whole affair. Many run about after felicity like an absent-minded man looking for his hat, while it is all the while in his hand or on his head.

Do not keep alabaster boxes of your love and tenderness sealed up until your friends are dead. Bring them out now, in their weary hours, and open them, that they may be refreshed and cheered by the perfumes of sympathy and affection. Fill their lives with sweetness. The things that you would say when they are gone, say now before they are gone. *Margaret E. Sangster.*

TEACHERS and learners are often perplexed with the very natural and yet absurd criticism that "men in business do not write like the copies in copy-books," and are asked, "Why not teach such writing as is practiced in business?" Such a critic should be informed that there are several millions of styles of "business writing" practiced in the United States alone, and then asked whether all these should be followed as a standard, or if not, how shall we choose? If he does not perceive the absurdity, brand him as a mere babbler whose pratings are unworthy of notice. Wherever good business writing is found it is the result of careful study and practice, originally from good standard forms, which may have been more or less modified by subsequent practice. The teacher, learner, and the public, should remember that what may be termed "business writing" is a *result*, while good, systematic copies and teaching are the methods by which it is usually attained.

ALL truths become valuable to us in the proportion in which they enter into our own thought and life, and they can only do so when, through patient study and self-appropriation, they have become a part of ourselves. We must work over afresh the materials of truth which the past has furnished us, we must consider them in the light of our own times, we must ascertain how far arguments which originally supported them still remain firm, before we can give them our unqualified assent. This is especially the case with our religious beliefs. Mr. Martineau, in his plea for philosophical studies says: "You might set up the electric telegraph among the New Zealanders and train them to its use; and the Indians and the Chinese are said to have command of many mechanical rules and astronomical methods, the grounds of which they have for ages ceased to understand. A people thus the depository of a transmitted skill may continue, amid stagnation and decline, to send their messages and to construct their almanacs with curious precision, and may profit by the science of the past. But the higher truths of morals and religion have another abode than in posts and wires, and cannot be laid down in cables through the sea; no equation can contain or usage work them. They subsist only for him who discerns them freshly out of himself; they are realized in so far as they are apprehended; and their very use and application being at the heart instead of the surface of our nature, their function is extinct when they cease to be rediscovered and rebelieved, and are only remembered and preserved. In other words, it is the thirst for fresh truth which can alone retain the old; and the intellect not less than the character will not even hold its own when it ceases to pray and to aspire."

Rev. Henry A. Butts, D. D.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JANUARY, 1887.

F. E. HIGBEE. . . . . J. P. McCASKEY.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

A MEETING of the Executive Committee of the State Teachers' Association was recently held at Harrisburg, to make arrangement for the next session of the Association. The time fixed upon is July 5th, 6th and 7th. The members of the Committee are Messrs. N. C. Schaeffer, Kutztown; B. C. Youngman, Clearfield; J. O. Knauss, Allentown; E. O. Lyte, Millersville; and D. A. Harman, Hazleton. The date determined upon falls early in July but is, we think, all the better for that reason.

IN a note from Prof. Geo. G. Groff, of the University at Lewisburg, Pa., emphasizing the need of drawing in the school, he says: "I have now a class of fifteen young men and young women, college seniors, in geology. I have been trying to do some practical field work with the class, and among other things, to have them make drawings of geological sections. There *is only one person* in the class who can draw at all, or make drawings worth anything. The material of this class is far above the average of college students. Here is presented a striking illustration of the need of attention to this subject."

THE only way out of the Indian problem is through the civilization of the children in well-organized schools, where the elementary branches shall be taught, industrial training given in the shop and in the house, and the foundations of character laid upon which to build with confidence for this world and the next.

The *Indian Helper*, published by the Indian students at the Carlisle school, says: "When the Man-on-the-band-stand looks over in the school rooms and hears the new Apaches reading so plainly, and outside of school sees them taking hold of the work so willingly, and notices the little girls rolling up their sleeves to go at dishes so like little women, and watches them in the sewing room darning stockings and mending clothes, his dear old heart leaps for joy, for he sees there is great hope for them becoming useful men and women."

THE Illinois Wesleyan University, Bloomington, Illinois, has had before the public for nearly fifteen years a Department of Non-Residents, matriculants in which follow prescribed courses of study, upon which examinations are set, and receive proper degrees on completion of their work. The Department is modeled after the operations of the London University, and, like it, offers opportunity for doing systematic study to professional and other people who are debarred from residence at the seat of a University. Particulars regarding matriculation may be obtained by addressing Prof. Charles M. Moss, enclosing stamp for reply.

THE newspapers are generally copying the remark that Mrs. Hayes, Mrs. Garfield and Miss Cleveland were all school teachers. The same may be said of several Presidents, any number of Senators, and more than half of the Supreme Judges. There is something acquired in the life of a school teacher which fits men and women for the highest and best duties of citizenship. There can be no better training given to a young man or woman than in a school-room as teacher.

Chicago Inter-Ocean.

BUCKNELL UNIVERSITY.—This institution, formerly the University at Lewisburg, Pennsylvania, is receiving generous aid from Mr. Wm. Bucknell, of Philadelphia. During the past summer a commodious chapel was built, in which all the departments of the college now meet for daily worship. An astronomical observatory is in course of construction to be finished next summer, in which will be mounted a ten-inch glass, to be made by Clark & Sons. Early in the spring, it is expected that ground will be broken for a gymnasium to cost $10,000. Mr. Bucknell has signified his intention to put all the buildings in first-class order during the next summer, and will for this purpose spend $10,000 on the Academy and Seminary each. During the past year two of its faculty. President D. J. Hill and Prof. G. G. Groff, have visited Europe for study and travel. The students present are earnest and industrious. There are twenty scholarships to aid poor students.

MAYOR GRACE, of New York city, has done wisely in appointing upon the Board of Commissioners of Education of the public schools, two ladies of high social standing, of Christian character, and of recognized ability. They have both given much time and thought to the subject, both in its theory and practice, and good results will follow their appointment. London, Edinburgh, and other foreign cities, have women on their School Boards whose services have been of great value to the schools. In a number of school districts in Pennsylvania women are also upon the Boards of Direction. A late number of *Science of Education*, referring to these appointments, says:

When we consider the character of education in general, the peculiar conditions of public instruction, the fact that a large proportion —not infrequently a majority—of public school students are girls, and that fully nine-tenths of the public school teachers are women, the reasons for the presence of women on the board of education are apparent. Then, too, it is highly probable that the presence of women commissioners will raise the deliberations of such Boards to a higher plane, and lift them out of the political entanglements in which they are too often caught. All these considerations apply with peculiar force to New York City; and, moreover, these commissioners of education enjoy a position of great influence and honor. The Board of Education has general supervision of the whole school system. It appoints the schools, but not the teachers, these latter being appointed by the trustees of the various wards, who in turn are chosen by the Board of Education for a term of four years. All the money and supplies for the schools are voted by the Board, and all repairs and new buildings and purchase of building sites are directed by it.

In Philadelphia, also, the recent appointment of Miss Anna Hallowell as a member of the Board of Education, is in the line of progress, and has been the subject of much favorable comment. The *Ledger* voices the general sentiment of the press, and the educational public, in the following editorial paragraph:

Miss Anna Hallowell has taken her seat as a member of the Board of Education, and was made heartily welcome by other members of the Board. The only remarkable thing about it is that it should have taken so long to bring about such an obviously proper reform. Miss Hallowell should not be allowed to remain for any length of time the only woman member of the Board. She could serve there without a woman companion and suffer no embarrassment, but the schools themselves would be the better, no doubt, if several women, instead of one, should be put into the Board to watch over their interests, and this is said without any intention to disparage the work of the male members of that body.

THE ANNUAL REPORT.

THE annual Report of the Superintendent of Public Instruction will be found in this number of *The School Journal*, and should be of interest to every reader. In its timeliness, and thorough mastery of the field of discussion, it is an official document of extraordinary importance, that will attract attention, set people to thinking, and stimulate them to action.

Writing, as we do, from the standpoint of an unofficial observer, we are at liberty to emphasize its searching analysis, and the photographic clearness and accuracy with which it delineates the present status of our educational interests and their obvious needs; going to the root of the subject with directness and brevity, but stating the case so convincingly as to silence cavil and disarm opposition. It turns a calcium light upon the unfinished and the occasional weak spots in our massive school system, leaving no room to doubt their existence; and follows it up by the cogent and conclusive presentation, upon a practicable and common-sense basis, of the remedial legislation yet required to further strengthen and develop the great organization, and convert weakness into vitalizing strength and fruitfulness.

The financial exhibit, as connected with the general appropriation, district taxes, and the compensation of teachers, presents some curious and unexpected results, mortifying to the friends of education, that will take the general public by surprise—though they will soon see the underlying reason for it—and prove beyond controversy, that our educational resources and accommodations must keep pace with the increase of population and the higher qualifications demanded of teachers. Of all things in the world, a steady reduction in the average rate of teachers' wages is the poorest incentive to professional zeal and efficiency, and holds out the least possible temptation to educated talent to enter upon the vocation, much less remain in it. Such a policy is suicidal, and no time should be lost in devising ways and means to counteract it. The question of annual revenues for the support of the common schools comes home so close to citizens and tax-payers all over the State, as well as to teachers and schoolmen generally, that we may safely leave it to the people themselves, when they get their eyes open to the situation as it is, to make their wishes and influence felt in their own way and in the right quarter. But it would be well for them not to go to sleep over it, or to delay

action too long. When procrastination becomes petrified there is a preceptible loss of motive power.

The desired appropriations for our State Normal Schools are, in the nature of the case, indispensable. This proposition needs no buttress of argument to support it. It is self-evident. The views of the State Superintendent with regard to the additional legislation required for the Normal Schools, to give the Senior year its proper standing, elevate the range and broaden the scope of its peculiar and peculiarly important Normal work, and to bring these institutions under closer State supervision, are thoroughly sound in every way, and will justify themselves in enlightened educational circles everywhere. There is a general awakening in unexpected quarters with regard to Normal training of teachers of every grade, and these special schools must rise with the rising tide, or inevitably lose prestige and influence. The few who may be inclined to doubt or disbelieve, do not rightly read the signs of the times, nor understand the drift and significance of collateral movements in this direction; and if they are not ready to march in the front rank, they must, of necessity, be left to bring up the rear at their leisure.

Permissive District Supervision by experts in the art of teaching, who would also act as executive agents of their respective School Boards for the transaction of business to which the latter cannot always give their personal attention, was discussed in these columns in our last issue; and we can add nothing to the forcible presentation of the subject in the Annual Report—which we take to be conclusive of the question—except to express an earnest desire for affirmative action at Harrisburg. Defeat or postponement would bring disappointment to almost universal hopes, and work injury and discontent in local school management, without any compensating return to school children for whose benefit it is intended. To stop now in this forward movement, would be like halting an army just on the eve of victory, and robbing it of all the fruits and beneficent consequences of success in an undeniably good cause. We regard the prospects, however, as unusually hopeful, and shall continue to cherish sanguine expectations of favorable results. *It is one of the pivotal questions of the hour.*

A manual of School Architecture, prepared and published under the authority of the State, is a keenly-felt want on the part of School Directors, in their efforts to provide suitable school accommodations in their districts; a very responsible duty—*a specialty*—in which little help can be had from other vocations or the appliances of other pursuits. Almost anybody can put up four walls, with roof and floor, door and windows; but that is the smallest part of the work. The building is intended for school purposes, a place to teach in and be taught; and whilst most other buildings are primarily adapted, with good judgment, to their uses, school houses in their special details, are, to a deplorable extent, exceptions to that very sensible rule, and great waste and misapplication—in this regard of the hard-earned taxes of the people—often occur, not intentionally on the part of directors, but because they are neither architects nor teachers, and being without any trustworthy guide in the performance of this exceedingly important part of their official duties, are, therefore, liable to make mistakes that are sometimes costly as well as injurious in an educational point of view.

The cost of such a publication would be small in comparison with its pecuniary and educational advantages. It would pay for itself twenty times over, in money saved alone, during the first years after being placed in the hands of School Directors for their guidance. It is a work so necessary that the wonder is it was not authorized long ago. Better late than never, however; and as there is no occasion for further lost time, we look confidently for favorable action on this point also. Will School Directors be good enough to help it along?

But we did not intend to recapitulate details. As presented in the report, they speak for themselves, and carry their own conviction with them. There is not a single recommendation in Dr. Higbee's report that ought not to receive the approval of the Legislature. There are no well-grounded reasons to the contrary that we are aware of. If there are any, they must be other than educational in their nature. The fact is that the times and our school system are ripe for a general advance movement along the whole line! completing the outline of the system, supplying the few missing links, and rounding out the symmetry and full proportions of the great organization, deeply rooted in the public confidence, that will then have been fifty-three years in reaching the completion of its frame-work, ready for a new lease of life, and more commanding and enduring usefulness than at any former period in its history.

The Legislature of 1887 has it in its power, without violence to any interest, or

embarrassment to itself, by a single brief but carefully-worded and comprehensive enactment of few sections, to put our educational interests forward a quarter of a century before the close of the present session; so that our school system, like a clock carefully wound up, could run of itself for the next twenty years without troubling our lawmakers for anything but the annual appropriations. It is a great opportunity, and should be welcomed by those to whom it so invitingly presents itself.

The Legislatures of 1834, '36, '54 and '57—memorable eras in our school history—immortalized themselves by the creation and successive enlargements of our common school system, which have given our State a proud place educationally amongst her sister States, and the fruits of which have been enjoyed by our people to this day. The tides of adverse public sentiment which they encountered have passed away, and we are in smoother seas, where progressive duties involve less of risk and sacrifice. The Legislature of 1887, and its Committees on Education, have it in their power to confer upon themselves conspicuous and enduring honor, and win for themselves the gratitude of the rising generations, by the liberal advanced school legislation which they shall carefully mature and securely place upon the statute book, *in perpetuam rei memoriam*—as a perpetual memorial of the great work thus accomplished.

FIFTY-SECOND ANNUAL REPORT.

THE Report of the Department of Public Instruction for the year closing June, 1886, which is found elsewhere in the present issue, shows that we have in Pennsylvania 20,683 public schools, of which number 9,087, are graded schools. The entire number of school districts in the State is 2,266, an increase of 8; the increase in the number of schools is 429; number of Superintendents, 112, an increase of 1; male teachers, 8,795, increase of 324; female teachers, 14,508, an increase of 115. The average salary of male teachers per month, $36.87, decrease of $2.14; of female teachers, $29.41, decrease of 67 cents. The number of pupils in attendance during the year was 989,429, an increase of 7,271; cost of tuition, $5,760,295.74, an increase of $173,814.64; cost of building, purchasing, renting, fuel, contingencies, etc., $4,271,641.67; total cost of system for the year, $10,031,937.41. The estimated value of school property is $35,371,849.00. The average length of school term in months, was 7.13, *over seven months*.

These figures include the First School District, Philadelphia. Excluding that district, the amount of tax levied throughout the State for school purposes was $6,672,185.79; the average number of mills on the dollar for school purposes being 6.16, and for building purposes, 3.55.

In Philadelphia there are 2,282 schools with an enrollment of 177,853 pupils, and an average attendance of 99,466; 88 male teachers at an average salary of $128.20 per month, and 2,195 female teachers at an average salary of $62.20 per month. There were paid during the year for houses, additions, rents, and repairs, $219,872,06; and for books and stationery (both supplied at the cost of the city) fuel and contingencies, a total of $396,537.18.

The appropriations by the State for school purposes during this year were as follows: For Common Schools, $1,000,000; in aid of Normal School students, $48,000; for salaries of County Superintendents, $86,000, and for the Cornplanter Indians, $300.

Is there any other public interest in the Commonwealth of Pennsylvania which should command in greater degree the thoughtful attention and fostering care of her good citizens of whatever class or station? If there be, we do not know it.

MANUAL TRAINING.

THE important question of Manual Training in the schools is under earnest discussion. The necessity for such instruction grows more urgent in the large manufacturing centres as our population increases, and as the requirements of labor organizations as to the ratio of apprentices that may be employed to a given number of journeymen reduce the average boy's chance of acquiring a trade. The schools must in all proper ways aid in the solution of this vexed problem. The experimental stage has been reached, and the results thus far are full of promise. It is claimed by many that broad elementary work in the training of the hand must begin in the primary school and be carried along through the course to the high school. The following from the last annual report of Edw. T. Steel, Esq., President of the Board of Education of Philadelphia, urges the importance of such instruction in the lower grades:

Manual training should be made part of the

primary course. Simple justice to children demands that they should have the benefit of this truly higher education. Public education will never return even a moiety of what is expected from it, until it recognizes the cardinal fact that the hand was created to be the dexterous servant of the mind, and that upon its skill rests much that concerns human happiness. That education has been conducted for so many years without this kind of training, is no reason for its continued neglect; the world was for centuries without any attempt at public instruction of any kind, and the necessity for this form of education comes to us in these later years with all the force that the subject of public education presented itself two centuries ago. Training that omits preparation for the practical duties of life, is worse than defective; it is false and misleading, and, if erroneous views of labor exist in the minds of young people, the system of education which their elders have devised is greatly responsible for it.

If the institution of public education insists that the intellectual faculties alone shall be cultivated and developed, the responsibility lies with it for idle and unskilled hands, and for the tendency to "live by our wits," which it has alone cultivated. If our boys grow up without any knowledge of the pleasure that comes of work—the delight of fashioning and producing some useful thing by the skill of the hand; without an opportunity of learning its aptitude for the great industries of the world, it is due to years of exclusive mental instruction and manual neglect. How can the choice of an occupation be wise and manly, with such a one-sided education? Man's growth and ultimate excellence was insured by surrounding him with the necessity to labor, thus making it a means of development. Our system of education ignores this great law, and attempts to prepare youth for the duties of life by cultivating but one part of their nature.

Manual training must be made universal, so that every hand may have its care, and derive from it whatever its faculty of appropriation may be. Its introduction into higher schools is of great advantage to the pupils of those institutions, but it must be carried into the lower grades if we are to reap the moral and material benefits it is capable of yielding. Well-devised systems of manual instruction for young children, in connection with other studies, are now in use in other cities, and they are not only practical in connection with our present course of study, but combined with it are calculated to give an interest and vigor to school life, which is not possible under the present exclusive attention to mental work.

I am convinced that with the Kindergarten established as part of our system, and manual training carried through our first eight grades of study, the average scholar would be better prepared and developed for the duties of life, than is now accomplished by the entire course. The Board should take measures to make a beginning with this kind of instruction, so that it may be tested as a part of primary school work, and its general introduction fairly considered.

NOTES FOR HISTORY CLASS—VII.

THE STORY OF POCAHONTAS.

IT is now twenty years since Mr. Charles Deane, a member of the Massachusetts Historical Society, and one of those antiquarian busybodies who delight in upsetting the generally received views of history, edited with notes *A True Relation of Virginia, by Captain John Smith.* Mr. Deane believed that he had detected grave inconsistences among the various writings of Smith, and had set himself diligently to the work of comparing them one with another, and with such other contemporaneous papers as he could lay his hands upon; and the result of his labor, set forth in the notes to this book, was not merely to destroy all confidence in Smith's veracity, but incidentally to do more than to discredit one of the most romantic incidents in our colonial history. We could almost wish that Mr. Deane had kept his discovery to himself; and such appears to be the feeling of a very large number of those who teach history to the young and catch eagerly at every circumstance which is calculated to strike their imagination. The story of Pocahontas still finds a place in our school histories, sometimes, although not always, with a note of caution against a too implicit confidence in its truthfulness, and it may be found, too, in some recent histories of a more pretentious character. Yet any one who will examine the evidence, first collected and presented by Mr. Deane, must admit in candor, even though regretfully, that this beautiful story is more than doubtful—that it is a palpable fiction.

That Smith was captured by the Indians, while engaged in exploring the Chickahominy; was kept a prisoner for about four weeks; was taken before the "emperor" Powhatan, and was finally sent back to Jamestown with a friendly escort, is not called in question. His own statement to this effect is supported by the independent testimony of Wingfield, who upon his return to England, in 1608, prepared for private circulation a defence of his own conduct, under the title of *A Discourse on Virginia,* which was seen and used by Purchas, and which, after having been lost for two centuries, was discovered by Mr. Deane among the papers of the Lambeth library. Wingfield gives a brief account of Smith's capture, substantially the same as that first given of it by Smith himself. But respecting the particulars of this adventure and the

degree to which his life was in danger while among the Indians, there is that uncertainty which must always attach to a story which has been told often and has been told each time with essential variations.

As this story has been related by every historian who has since treated of the settlement of Jamestown, except the most recent, the main incident, to which all the rest of the narrative is a mere setting, is in the dramatic closing scene, where, at the supreme moment, when the clubs of grim warriors are already uplifted to dash out the captive's brains, the beautiful and gentle-hearted Indian princess rushes forward, and interposing her own body, pleads successfully with her savage father to spare the life of the stranger who has won her affection. This incident, one of the brightest gems in our somewhat prosy colonial record, is among the earliest bits of history which we have committed to memory, and it is too touching ever to be effaced. We have repeatedly been assured by historians, with reference to authorities, that its actual occurrence was abundantly attested. It is therefore with some astonishment that we learn from one who devoted special investigation to the subject, that this portion of the story is only to be found in the last of several versions which Smith gave of it, and that for a period of at least fourteen years after the alleged occurrence of the incident, no one appears ever to have heard of it either in Virginia or in England.

The first account which Smith gave of his capture by the Indians is contained in his *True Relation*, which was published in 1608, only a few months after the affair took place. Not only is there no mention of Pocahontas in this connection, but the whole tenor of the story is such that there is no room in it for so romantic a rescue as he afterwards described. He expressly declares, and he reiterates the statement, that he was kindly treated from the first, and he nowhere intimates that after his surrender he was in fear for his life, except on one occasion, when a man whose son he had slain, presumably in the melee attending his capture, entered his lodging to attack him, when the chief interposed with his protection. Numerous passages might be cited, had we the space, in support of this statement; but we must be content with giving a single passage which has a special bearing on the question at issue. His introduction to Powhatan is thus described:

"Arriving at Weramocomoco their Emperour . . . kindly welcomed me with good wordes, and great platters of sundry Victuals, assuring mee his friendship, and my libertie within foure days . . . hee desired mee to forsake Paspahegh (Jamestown), and to live with him . . . Hee promised to give mee Corne, Venison, or what I wanted to feede us, Hatchets and Copper wee should make him, and none should disturbe us. This request I promised to performe: and thus having with all the kindness hee could devise sought to content mee, hee sent mee home with 4 men, one that usually carried my Gowne and Knapsacke after mee, two other loded with bread, and one to accompany mee."

This is the first account which Smith gave of his interview with Powhatan and of his final release from captivity. No plausible reason can be assigned why, if his life had been in danger and had been saved by the remarkable intervention of a child, he should have suppressed this incident from his narrative. There is but one satisfactory explanation of his silence—and that explanation is quite consistent with Smith's character for truthfulness, as exemplified again and again in the course of Mr. Deane's searching examination—viz., that no such incident occurred, that the whole story of the intervention of Pocahontas was an afterthought, to which a number of circumstances may have contributed to give shape.

In Smith's *True Relation*, Pocahontas appears as a child of ten or twelve years of age, who was once sent to Jamestown by her father, attended by some of his warriors, to solicit the release of certain Indians whom Smith had captured. At a later period she was herself taken prisoner by Captain Argol, and was kept at the fort as a hostage for the good behavior of Powhatan. Here she became a convert to Christianity, and was baptized, and in 1613 was married to John Rolf.

A number of interesting references to Pocahontas while living at Jamestown have been preserved. William Strachey, who was for a time the secretary of the colony, prepared upon his return to England—about the year 1615—a work entitled *Historie of Travaile into Virginia*, which is still extant in manuscript and has been published by the Hakluyt Society. In this work are found some curious details respecting "Pocahuntas, Powhatan's daughter, a well-featured young girl, of the age of 10 or 12 years," such as indicate her to have been a general favorite at the fort. In 1615 there was printed in London *A True Discourse of the Present Estate of Virginia . . . with*

the Christening of Powhatan's daughter and her Marriage with an Englishman. Written by Raphe Hamor, late Secretarie in the Colonie. This volume abounds in matter relating to Pocahontas, "whose fame," the author says, "has spread even to England, under the name of Non Parella," and besides the work of Hamor it contains several letters, written by persons living in Virginia, one by Rolf himself. Among all the allusions to Pocahontas, now known as Rebecca Rolf, we search in vain for the slightest reference to the incident upon which at the present day her fame chiefly rests. No one appears ever to have heard that she had once saved Captain Smith's life; and this silence is the more significant in the case of Rolf's letter, from the fact that he had written it with the sole purpose of justifying his marriage, and it is hardly conceivable that he would have overlooked a circumstance which, if true, could not fail of working powerfully on the sympathies of his countrymen.

In 1616 Pocahontas, with her husband and child, was taken to England, at the expense of the company, and at once became the rage of London society. Her portrait was circulated as an object of curiosity. She was fêted by high dignitaries in the Church. At a court masque she was the most distinguished guest. The king and queen gave her a private audience, and it is said that the king even expressed his displeasure that a simple gentleman like Rolf, had so far forgotten his station as to marry a princess. Here was the occasion, certainly, when any romantic incident in her history should have been brought to light and have crystallized into some durable shape. But here again there is ominous silence. It was in the very midst of the furor over the Indian princess that Purchas, who had himself met her at an entertainment given to her by the Bishop of London, and who had had frequent interviews with Tocomo, an Indian of Powhatan's tribe, who had accompanied her to England, brought out the third edition of his *Pilgrims*. And yet Purchas, in relating the story of Smith's capture, had no alteration to make in his previous rendering of it, which was substantially that of the first account given by Smith in his *True Relation*.

When then, and how did the story originate? The first question can be answered pretty definitely; the second, not with so much confidence. As late as 1617, while Pocahontas was still living, it is reasonably certain that neither Smith nor any one else had ever so much as hinted at any romantic relation between himself and Pocahontas; in 1622 Smith published *A Description of New England*, in which, in referring to his capture by the Virginia Indians, he introduces this remarkable variation upon all of the previous accounts: "Yet God made Pocahontas, the king's daughter, the means to deliver me, and thereby taught me to know their treacheries to preserve the rest." At last we are on the trail; but the details of the story were not given until he published, in 1624, *The General Historie of Virginia*, a composite work, written professedly by "Thomas Studley, the first Cape Merchant in Virginia, Robert Fenton, Edward Harrington, and J. S.," *i. e.* John Smith. How much of this work was of Smith's own composition and how much of it was written by others, it is hardly necessary for our purpose to inquire. We cannot err in assuming that, if not the author, he was at least the authority for all that relates to his own services and adventures. For more than two hundred years this work has been almost the sole authority for the history of the early years of the Virginia colony, and has been followed by our historians with unquestioning confidence. The account which it gives of Smith's capture differs in several particulars very materially from that which he had published sixteen years before; but we are at present interested in one portion of it only, and we will give for comparison with the preceding extract from the *True Relation* what he now has to say of his introduction to Powhatan and of the manner of his release:

"At last they brought him to Meronocomoco, where was Powhatan their Emperour. Here more than two hundred of those grim courtiers stood wondering at him, as he had been a monster, till Powhatan and his trayne had put themselves in their greatest braveries. . . . At his entrance before the king, all the people gave a great shout. The Queene of Appomatuck was appointed to bring him water to wash his hands, and another brought him a bunch of feathers instead of a Towell to dry them; having feasted him after their best barbarous manner they could, a long consultation was held, but the conclusion was, two great stones were brought before Powhatan; then as many as could layed hands upon him, dragged him to them, and thereon laid his head, and being ready with their clubs to beate out his braines, Pocahontas, the King's dearest daughter, when no intreaty could prevaile, got his head in her armes, and laid her own upon his to

save him from death: whereat the Emperour was contented he should live to make him hatchets, and her bells, beads and copper."

The conclusion was, that he was sent back to Jamestown, not with the modest escort of four men, but "with twelve guides, still expecting (as he had done all this long time of his imprisonment) every hour to be put to one death or other."

How Smith came to fabricate this story, or whether it was fabricated by others and was merely accepted by him, it is needless to inquire. But that it was a fabrication, the evidence here succinctly reviewed, although negative in its character, leaves little room for a rational doubt. It was a safe invention when made, for Pocahontas, who alone could have disproved the story, had already been for seven years in her grave; and there was probably no one living who had any greater interest in openly questioning its truth, if it pleased Smith, than in discrediting the numerous other Munchausen adventures which he had related as a part of his biography.

ITEMS FROM REPORTS.

ALLEGHENY—Supt. Hamilton: A new building of two rooms, with every modern improvement, was opened for school in Elizabeth township. *A large number* of our district school boards paid their teachers whilst attending County Institute.

BEAVER—Supt. Reed: The schools of Marion township became so crowded that it was necessary to add another school-house to the district. On Monday, November 1st, the teachers and pupils from each school in the township met the directors, citizens, and Superintendent in this new school-house for the purpose of dedicating it, and spent the day very profitably in exchanging views preparatory to the work of the term. Addresses were made by each teacher, the secretary of the board, and others. During the month seven educational meetings were held.

BERKS—Supt. Keck: The Fleetwood directors made some excellent improvements in their school-rooms. The important event of the month was the County Institute. It was attended by nearly every teacher, and by more than one-third of all the directors. A number of Boards attended in a body. The instruction was practical and very good, and it will help very much to improve our schools. The people of Berks honor their teachers. Two of the members-elect of the new House of Representatives are teachers, and the other two School Directors. The State Senator is also a School Director.

CARBON—Supt. Snyder: The local institute, held at Summit Hill, October 30th, was one of the largest ever held in the county. Over ninety teachers were in attendance. The teachers entered heartily into the discussions, making the Institute very practical and interesting.

COLUMBIA—Supt. Grimes: In our examination of teachers for this year we aimed to secure the best qualified material, and consequently made them more difficult than usual. Twenty per cent. of all applicants were rejected. We have about 240 schools, and 238 provisional certificates were granted. A number of our teachers hold diplomas, permanent and professional certificates. Improvements have been made in many districts. All new houses were furnished with good furniture. Uniform books were adopted in several districts which had thus far delayed this matter. The teachers have organized throughout the county for local institutes and reading circles, and we hope for good results from this source. We are assured that our teachers are better prepared for their work than heretofore. The annual Institute was the largest and most successful thus far held in the county, if we may accept the verdict of all present. Steps were taken to organize a County Teachers' Association, to meet at the close of the school year. The Centralia, Conyngham and Locust directors recently furnished their schools with reading charts. The Centralia High School was also supplied with physiological charts. The salaries of a number of the teachers have been increased.

FRANKLIN—Supt. Disert: Our annual Institute this year exceeded all others in attendance and interest. Dr. Higbee was present and delivered two very instructive and interesting addresses. Our instruction during the day was practical and profitable, and all were delighted and edified by the entire course of evening lectures. Taken as a whole it may be regarded as our most successful Institute.

HUNTINGDON—Supt. Brumbaugh: Our County Institute was most successful, unsurpassed in the history of the county for attendance, earnestness, and general sociality. Of our 244 teachers, 235 attended. This is the largest enrollment in the history of the Institute—a gain of eight over last year.

INDIANA—Supt. Cochran: The majority of the schools are moving along very smoothly, and we believe that the teachers are doing good work. Local Institutes are being held in a majority of the townships, well attended by both teachers and citizens. The teachers of the county are doing more good, systematic reading this winter than ever before. Fully one-fourth of our teachers are reading the course laid down by the "Chautauqua Teachers' Reading Union," and we believe that more of them will take it up during Institute week. Our Normal School is full to overflowing this term with earnest, industrious students.

LEBANON—Supt. Bodenhorn: Our County Institute was held in November. We had every teacher enrolled, with one exception. It has been pronounced our most successful meeting. A very good local Institute was held at Palmyra.

LEHIGH—Supt. Knauss: The County Institute, held at Allentown, was attended by all the teachers but four. Seventy directors were pres-

ent one or more days; a few attended every session. On Directors' Day the following topics were discussed by the School Directors in separate session:

1. What are proper tests in the selection of teachers?
2. To what extent should parents and directors be permitted to dictate to teachers methods of instruction and school management?
3. What can directors do to elevate the standard of qualifications of teachers?
4. How can directors be induced to attend the County Institute, and what other means should they employ to inform themselves of the condition of their schools, and of the improvements made in school work generally?
5. What should be taught in our public schools?
6. Is it practicable to hold joint meetings of the School Directors of the county more frequently than once a year?
7. Are we ready to have a minimum school term fixed at six months?

As the result of the discussion of the sixth topic it was decided to hold another Directors' meeting at an early date, and a committee was appointed to arrange a programme, and fix the time and place of meeting. It was also unanimously resolved that the opinion of the directors assembled was, that the minimum school-term should be fixed at six months. Again the Institute was pronounced "the best ever held in the county." A local institute was held at Catasauqua, attended by sixty teachers. The programme was specially arranged to meet the wants of the teachers of graded schools. The meeting was well attended generally and must be productive of much good.

McKEAN—Supt. Campbell: The Directors of Corydon erected three new houses, supplying all with patent furniture. Hamlin refurnished four or five houses with patent furniture of the automatic single-seat style—the only ones of the kind in the county. They give the best satisfaction to both teachers and pupils. Hamilton has supplied its houses with maps, globes, and unabridged dictionaries. At our Institute the teachers took steps to further perfect the "County Graded Course," and as far as practicable arrange for examinations in connection therewith.

MIFFLIN—Supt. Owens: Our County Institute was not as well attended on the part of teachers this year as last—partly on account of bad weather, and largely on account of having to lose the time. The work done at the Institute was thoroughly practical, and will produce a fruitful harvest through the creditable number of earnest teachers who treasure the instruction given and carry it back to their schools. Very commendable progress is manifested by several of the Boards in furnishing their schools with good furniture, fencing the grounds, and repairing the buildings. Much credit is also due to some of our teachers, who have displayed excellent taste in decorating their school-rooms—making them very attractive.

NORTHUMBERLAND—Supt. Wolverton: All the schools in the county are open. A right spirit actuates our teachers very generally, and the indications are cheering. The County Institute, held at Sunbury, was the most practical yet convened. The class drills, by Mr. T. B. Shannon and Miss Lizzie Grant, were especially useful in proving that rapid and accurate work can be done by pupils in the lowest grade as well as in the higher. Both the teachers deserve all the praise the large audience gave them. Both are natural teachers. The voice of the teachers is a unit in favor of a statute giving them pay for attendance.

SOMERSET—Supt. Weller: Seven more schools this year than last indicate a healthy growth of educational sentiment in the county.

SUSQUEHANNA—Supt. James: Our County Institute proved very successful. Never did the mass of teachers co-operate in all the details of an Institute more heartily. The Directors' session not only proved an interesting feature, but, by perfecting a Directors' Organization which shall meet annually with the Institute, enables directors and teachers to co-operate intelligently in carrying out proposed plans of operation during the year.

WAYNE—Supt. Kennedy: A new department has been added to the school at Honesdale, with Miss Morella Starkweather in charge as teacher. Miss Alice Butler, of Carbondale, is engaged as teacher in the same school, in place of Miss Coyle, resigned.

VENANGO—Supt. Lord: A local institute was held at Cooperstown, with about forty teachers in attendance, and the large church occupied was well filled with spectators. Cooperstown has been rather backward in educational work for several years, but new life and new interest is being manifested of late, and I believe the town will soon be in the front rank in our county. The schools are all now open, and, aside from epidemics of scarlet fever and diphtheria, are progressing favorably. I have just heard of the destruction, by fire, of the school-house at Plum Centre. It was a frame building of medium size and condition, and fairly supplied with furniture and apparatus.

FRANKLIN CITY—Supt. Kinsley: At the beginning of this month the study of vocal music, as a regular branch in the course, was commenced under a special teacher. The teacher, Mr. Carmichael, now has charge of the instruction in vocal music in both Franklin and Oil City.

LOCK HAVEN—Supt. Robb: We have just placed in our High School 108 new single desks. Our schools are all in a very prosperous condition. Ten years ago we had four "select schools," now we have none. Our public schools have been found to afford better educational advantages than the select schools.

MAHANOY CITY—Supt. Ballentine: A movable table for teaching the children arithmetic was put into each of our seven lowest primaries. We have found these tables a great convenience. The School Board has also given the Superintendent permission to use supplementary readers in the lower primary schools, and has appropriated about $100 for purchasing the same. New furniture was put into the only school-room that had been without patent fur-

niture. We have now good houses, good furniture, and good teachers, but in all probability we shall soon need more of them.

NORRISTOWN—Supt. Gotwals: The Wednesday afternoon preceding Thanksgiving Day was spent by the pupils of the High School in giving recitations, readings, and music, all of which had a special reference to the object of the day.

SHARON—Supt. Canon: Vocal music was made a part of the course of study in all our schools at the beginning of the present year. A special teacher was employed who gives one lesson to each school per week. The regular teacher teaches the subject the remaining four days of the week. At the close of the second month examinations in this branch were held in all the schools, showing that very rapid progress had been made.

HAZLE TWP.—Supt. Williams: The regular monthly Institute was held November 13th. It was well attended, and was one of the most interesting we have ever held. The Board has supplied every building in the district with McNutt's Physiological Manikin, at a cost of $400. Thirteen free night schools have been opened with a larger enrollment than last year.

LITERARY DEPARTMENT.

THE READING OF FICTION.

WHAT James Russell Lowell said in his most excellent address on "Books and Libraries" at the opening of the free public library in Chelsea, Massachusetts, a year ago, applies with equal truth to school libraries. The whole address is one eminently worth reading by all superintendents, directors and teachers; but we have space here to give only the paragraph or two referring to the place of fiction in such libraries.

"To wash down the drier morsels," he says, "that every library must necessarily offer at its board, let there be plenty of imaginative literature, and let its range be not too narrow to stretch from Dante to the elder Dumas. The world of the imagination is not the world of abstraction and nonentity, as some conceive, but a world formed out of chaos by a sense of the beauty that is in man and the earth on which he dwells. It is the realm of Might-be, our haven of refuge from the shortcomings and disillusions of life. It is, to quote Spenser, who knew it well—'The world's sweet inn from care and wearisome turmoil.'

"Do we believe, then, that God gave us in mockery this splendid faculty of sympathy with things that are a joy forever? For my part, I believe that the love and study of works of imagination are of practical utility in a country so profoundly material (or, as we like to call it, practical) in its leading tendencies as ours. The hunger after purely intellectual delight, the content with ideal possessions, cannot but be good for us in maintaining a wholesome balance of the character and of the faculties.

"I know that there are many excellent people who object to the reading of novels as a waste of time, if not as otherwise harmful. But I think they are trying to outwit nature, who is sure to prove cunninger than they. Look at children. One boy shall want a chest of tools, and one a book, and of those who want books, one shall ask for a botany, another for a romance. They will be sure to get what they want, and we are doing a grave wrong to their morals by driving them to do things on the sly, to steal that food which their constitution craves and which is wholesome for them, instead of having it freely and frankly given them as the wisest possible diet. If we cannot 'make a silk purse out of a sow's ear,' so neither can we hope to succeed with the opposite experiment. But we may spoil the silk for its legitimate uses. I can conceive of no healthier reading for a boy, or girl either, than Scott's novels, or Cooper's, to speak only of the dead. I have found them very good reading at least for one young man, for one middle-aged man, and for one who is growing old. No, no—banish the Antiquary, banish Leather Stocking, and banish all the world! Let us not go about to make life duller than it is."

We have from time to time called attention to such poetry and works of fiction as could be safely recommended to our scholars. Among the multitude of new works of the kind that have recently appeared, there have been many poor and indifferent, and a few good ones. Among the best and most notable, Miss Murfree's latest novel holds a foremost place. It is called *In the Clouds*, and is not only the ablest production of this able young writer, but one of the strongest and most fascinating works of fiction recently produced by an American. Its scene is laid in the Tennessee mountains, and their wild beauty, their sublimity and picturesqueness, is reflected with wondrous skill on every page. With equal power the rough and rugged characters of these mountaineers are depicted. Each one is a study in itself; while many of the situations, as the rural court scene, the attempted rescue of the outlaw from the prison, and others equally strong, are described with an exquisite skill seldom surpassed in fiction anywhere. Miss Murfree's works cannot be ignored by the student of American literature.

Mrs. A. D. T. Whitney is an older and longer known American female writer. Her longer stories, like "Faith Gartney's Girlhood," "Bonnyborough," "The Gayworthys," and half a score more, are so popular among young folks and old, that the mere announcement of another volume from her graceful pen is sufficient. It is entitled *Homespun Yarns*, and is a collection of short stories, many of which have appeared in various of our leading young folks' magazines. Some of these, like "Buttered Crusts," and "Zerub Throop's Experiment," attained an immense popularity. All of them are to be highly recommended for their literary excellence, and perhaps still more for their eminently

wholesome moral tone. It is a volume our boys and girls, particularly the latter, will be delighted with.

Another writer deserves to be mentioned here—for Dr. S. Weir Mitchell's reputation as a novelist bids fair to equal his fame as a physician and surgeon. His latest work is *Roland Blake*, an intensely interesting story of the war; rather, it begins at the seat of war, in the bloody campaign of the Wilderness, is continued in the city of New York, and ends very satisfactorily at a summer resort on the New Jersey coast, not far from Cape May. The story is full of incident and action, and the reader's interest is kept up without relaxation from beginning to end. It is a volume that will be read with special eagerness by the boys. These three books are published by Houghton, Mifflin & Co., Boston.

It is hard to say whether Charles Dudley Warner's *Their Pilgrimage*, so beautifully illustrated, printed and bound by Harper & Brothers, New York, ought to be called a work of fiction or not. It is not hard to see at once that it is one of the most charming and delightful books of the season, and even more enjoyable in this form than when read as a serial in *Harper's Magazine*. The fictitious part, the young lovers' travels to all the principal mountain and seaside resorts in the country, their trials, adventures, and final triumph, certainly is not more enchantingly interesting than the true, accurate, and charmingly life-like descriptions of all these resorts, and of the various people who frequent them. These are all done in that quietly humorous and wholly graceful style of which Mr. Warner is so perfect a master. So exact and artistic are his descriptions of places and persons, that, if we do not recognize all the latter—some we are sure we do!—everyone at once recognizes the former even if their names were not given. So ably has the artist's pencil complemented the author's work that *Their Pilgrimage* is as good as a guide-book to and through the principal summer resorts of the United States; while to read it is the next best thing to making the pilgrimage ourselves.

DEMOCRACY, AND OTHER ADDRESSES. *By James Russell Lowell. Boston: Houghton, Mifflin & Co. 12mo., pp. 245. Price, $1.25.*

The admirable address on Books and Libraries, from which we quoted above, is contained in this volume, and is alone worth the price of the book. Yet it is only one of nine addresses equally excellent, and all models of English style, full of noble sentiments, profound thought, and a breadth of scholarship such as it would be hard to find in the writings of any other American man of letters. The most notable of the addresses, probably, is the one on Democracy, perhaps the ablest, certainly the most eloquent exposition of the subject to be found anywhere. The longest is the Harvard Anniversary address, delivered November 8, 1886. These two are the most celebrated of the addresses, and with the seven others on Garfield, Dean Stanley, Fielding, Coleridge, Wordsworth, Don Quixote, and Books and Libraries, abundantly sustain Mr. Lowell's reputation as embodying in himself the highest product and finest flower of American culture. The volume is worthy of the author of My Study Windows, Among My Books, and Fireside Travels—what higher praise could we give it?—and we may say also that in the matter of paper, typography, and tasteful binding, it is equally worthy of the *Riverside Press*. It is a volume every intelligent American may be proud to own.

ART AND LIFE: *A Ruskin Anthology. Compiled by Wm. Sloane Kennedy. New York: Jno. B. Alden. 8vo., pp. 593. Price, $1.*

We doubt whether there is another author in our literature who could bear so well as Ruskin to have such a selection made from his writings; there is certainly none from whom a richer cluster of gems could be gathered than is this one. The work of selection has been done both tastefully and judiciously. The classification of the extracts, under the heads of Art, Social Philosophy, Conduct of Life, Science, and Nature of Literature, is a great help to the reader, with its minute sub-classification and division of topics. In the introduction is given a more than ordinarily satisfactory sketch of Ruskin's life and work; a full Index adds materially to the comfort and enjoyment of the reader, and the value of the book. The paper, print, and binding are as good as the best Mr. Alden has ever produced. Four illustrations embellish the work, the phototype portralt of Ruskin being particularly good. Even those possessed of Ruskin's complete works will find this Anthology a great help and convenience for reference.

THE STANDARD ORATORIOS, *their Stories, their Music, and their Composers. A Handbook. By Geo. P. Upton. Chicago; A. C. McClurg & Co. 16mo., pp. 335. Price, $1.50.*

Those who have found this author's handbook on "The Standard Operas" helpful and interesting to them, will welcome this companion volume, which does the same for the great oratorios, and in the same way, as did the other for the operas. No fewer than twenty-three composers are taken up, from Bach and Beethoven to Sullivan and Verdi. The story of each one's life is briefly sketched, then is given the story of each oratorio, with many interesting details in the history of its composition and rendition. The introductory chapter is on the Oratorio, its purpose, character, and relation to other forms of composition. A very interesting chapter on "Sacred Music in America," with an Appendix giving a chronological list of the most important sacred music written in the last two centuries, close the work. Prof. Upton has crowded a great deal of musical lore into this neat little volume, and has done it with much taste and skill. The publishers have done their work with their usual excellence, making the book with its dainty head and tail-pieces, yellow edges, and generous margins, a veritable thing of beauty.

A HISTORY OF GREEK LITERATURE. *From the Earliest Period to the Death of Demosthenes. By Frank Byron Jevons, M. A. New York: Charles Scribner's Sons. 8 vo., pp. 509. Price. $2.50.*

Although "designed mainly for students at our universities and public schools," this very excellent work has had a far wider circle of readers in England, where Mr. Jevons's ability as professor in the University of Durham is well known. It will certainly attain as wide a popularity in this country also. For it is written in an eminently clear and popular style; there is nothing "dry" about it; and many a one who never had an opportunity of becoming personally acquainted with the great master-pieces of Greek literature, will in this volume get the next best thing. At the same time the arrangement and method of treatment is such as specially to adapt the work to students in the lecture and class-room; while

all quotations, references, etc., in the original Greek are wisely relegated to the foot-notes, so that one need have no knowledge of the Greek language in order sufficiently to appreciate and understand it. Prof. Jevons divides the literature of Greece into Part I. Epic, Lyric, and the Drama, under which the Iliad and the Odyssey of Homer are separately treated, the whole Homeric question is fully discussed, a chapter is given to the Epic Cycle, one to the Homeric Hymns, another to Hesiod, and another to the rest of the epic poets, in Book I; in Book II. Lyric Poetry; and in Book III., the Drama, are considered. Part II., is devoted to History, Oratory, and Philosophy. In the Conclusion a general summing up of the whole is given. The volume is one every student of English literature should have; for the study of Greek literature is the necessary foundation for the real comprehension of any other literature. Even as a mere book of reference the work is invaluable, and should be in every well-furnished library. A companion volume of History of Roman Literature has also been issued, and should be by the side of this one. We hope to speak of it more fully hereafter.

THE HISTORY OF FRANCE. *From the Earliest Times to 1848. By M. Guizot and Madame Guizot De Witt. Translated by Robert Black. In 8 volumes. New York; Jno. B. Alden. Vol. I., large 12mo., half morocco, pp. 495. $6.00 per set.*

It is needless to speak of the excellence of so standard and famous a work as Guizot's History. For young people particularly it is acknowledged to be without a peer; and its graphic style and lively narrative method is something for which no older reader will blame the distinguished author either. The only trouble, until Mr. Alden brought out this low-priced edition a few years ago, was that the work was too expensive for most people to own it. That trouble is removed now. Excellent as his first cheap edition was, the present one is much cheaper and as much finer. Indeed, when we examine the handsome volumes, the very good paper, good type, the profusion of full-page illustrations—nearly 500 in the 8 volumes—and the beautiful and substantial binding in half morocco and marbled edges, the price is ridiculously small. The only fault to be found with this otherwise beautiful edition is that its outside margins are rather narrow. But for such a price one can readily put up with so slight a drawback. It is an excellent set of books for a school library.

HOURS WITH THE BIBLE, *or the Scriptures in the Light of Modern Discovery and Knowledge. By Cunningham Geikie, D. D. New York: Jno. B. Alden. Vol. II. From Moses to Judges. 12mo., half morocco, pp. 314. Illustrated. 60 cts. per vol.*

We called attention to this edition some months ago when noticing the first volume. The original edition bound in cloth cost $1.50 per volume, and for all practical purposes is no better than this one. Of the work itself, it would be superfluous to say anything. It is the very best popular, and yet thorough, scholarly, and scientifically accurate, work on the Old Testament in the language. No other work of the kind can be compared with it for interest and value.

THE IDEAL SHAKESPEARE, in twelve volumes, half morocco, marbled edges, on first-rate paper, is now being issued by Mr. Alden at the price of about $7 for the set. Judging from the sample play sent us, it will be as handy and handsome a Shakespeare as any one could desire; and for the quality, the cheapest we have ever heard of.

ELEMENTARY LESSONS IN ENGLISH. *Part Second: The Parts of Speech and How to Use them, By Mrs. N. L. Knox-Heath. Boston: Ginn & Co., 12mo., pp. 396. Price, 70 cents.*

It is some years since Part First of this work was published. This is a grade higher, suited for use in secondary schools, and containing all that is needed for ordinary high schools. It is practical in method and in its aim, seeking to give a real knowledge of our language and ability to use it. Its classification is simple, clear and thorough, its definitions accurate, and plenty of practice given in the application of the theoretical parts by exercises in composition, vocabulary exercises, etc. The book is well and handsomely made in every respect, and merits the attention of teachers.

FIRST WEEKS AT SCHOOL. *By J. H. Stickney. Boston; Ginn & Co. Small 4to, paper, pp. 48. Illustrated in colors. Price, 14 cents.*

An exceedingly attractive little book, designed to precede the Primer. It teaches in an entertaining way, Numbers up to eight, six Colors, five solid and five Linear Forms, and ten Objects, besides a good deal of birds, beasts, fishes, insects, plants, the parts of the human body, etc. It is a book to be commended to mothers for home instruction of little ones.

SECOND NATURAL HISTORY READER. *By the Rev. J. G. Wood, M. A. Boston: Boston School Supply Co. 16mo., pp. 132.*

This profusely illustrated little volume would serve excellently well as an elementary text-book of natural history; but for a reader, a literary exercise, designed first and foremost to cultivate literary grace, style, and taste, it is no better, nor any worse, than a great many others. We are not in favor of "mixing up" science and literature in this somewhat popular manner.

COMBINED NUMBER AND LANGUAGE LESSONS, *Containing Oral and Written Lessons. By F. B. Ginn & Ida A. Coady. Teacher's Edition. Boston: Ginn & Co. 12mo., pp. 277. Price 55 cts.*

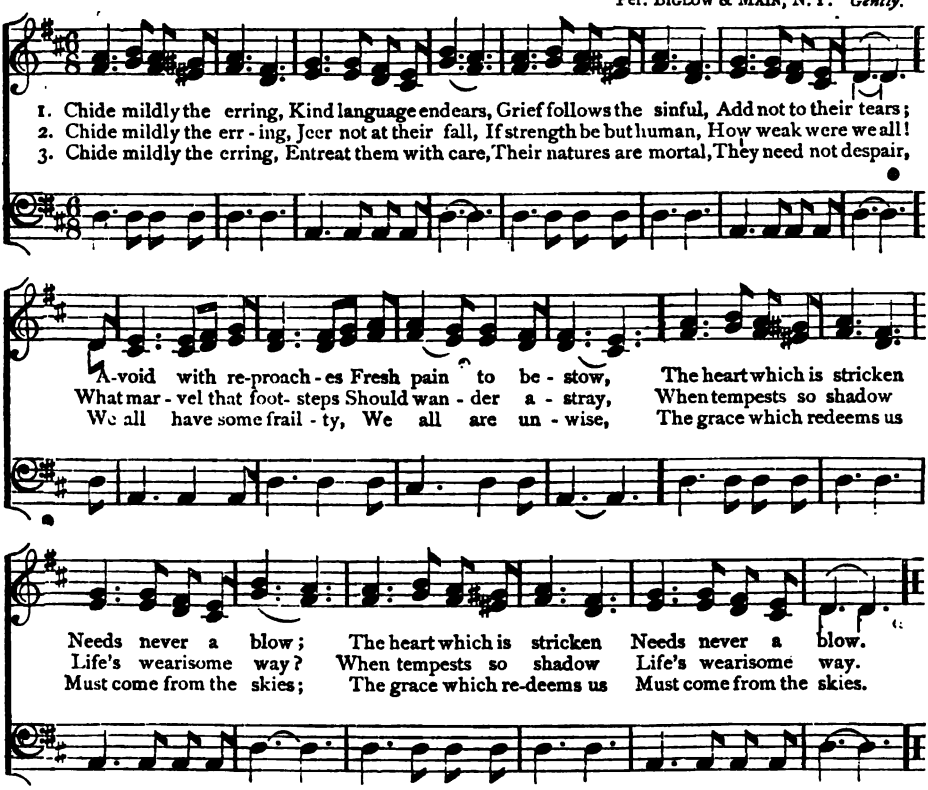
The purpose of this book is to make more rapid and accurate accountants of pupils than is done by the usual methods; and in the Second Part, to give a more easy and effective plan of language lessons. The book is intended to supply a lesson for each school day of the year, and gives full directions for the teacher. The lessons are meant for children in the second year of their attendance at school. The plan both of Mr. Ginn's and Miss Coady's part of the work strikes us as full of common sense, and likely to bring forth good results wherever used. Teachers looking for hints and helps in these branches of their work would do well to examine the book.

TWO new processes in illustrating Juvenile Books have been adopted this year by the Worthington Company, of New York. One is seen in *Worthington's Annual*, and the other in "*From Meadow Sweet to Mistletoe.*" The *Annual* is printed in alternate tints. It is the first book ever so printed, and a patent has been applied for. The effect is universally commended. *From Meadow Sweet to Mistletoe* is illustrated by the photogravure-lithographic process, and is also the first book ever printed in this way, the photogravure process having heretofore been only applied to costly works, such as the Vanderbilt and Meissonier galleries, etc. These two processes, as applied by this publishing house at an immense expense, certainly are entitled to warmest praise, and the new and beautiful books thus embellished should command large sales. They are, indeed, a marvel of cheapness, when the character of the work is taken into account.

THE BLACKBOARD.—Lessons in music written on the blackboard the moment they are wanted are always more interesting to pupils than such as are contained in a book. The teacher should accustom himself to write with ease and rapidity, and should depend more upon the blackboard lessons than upon any others. The board should have the lines of the staff painted upon it, so as to save the time of the teacher. The staff, without clefs, should also be so cut into the slates of the pupils that it may always be ready for use when they are called upon to write what is sung, as well as to sing what is written. The time which is occupied in writing a lesson is not lost in a well-regulated school, for the pupils will watch the movements of the teacher with interest, and will examine each note and character as it is written. It may also at times be desirable for the teacher to have his pupils name the tones as he writes them. No written lessons can possibly do away with the necessity for the blackboard. If all the teachers in the world should set themselves to writing lessons, and all the printers in the world should be employed to print them, and all the shops should be full of the books containing them, and all the pupils in the world should have all the money in the world with which to purchase all the books of printed lessons in the world, and every pupil should be furnished with a copy of every book that was ever printed, still the necessity for the blackboard would remain. It might indeed be superseded in part by a sufficiency of printed lessons, so far as practical vocal exercises are concerned; but yet for these it can never be given up by a good teacher; but even if it were given up for these, it would still be needed constantly for the illustration of such subjects as will be constantly coming up in teaching. The idea of giving up the blackboard is preposterous; and any one who entertains the thought of doing without one, proves almost conclusively that he cannot be a good practical teacher. Perhaps our language on this point may appear to be strong, but surely there is no subject on which we feel a greater degree of certainty than this. That the black-board is an indispensable requisite in every well furnished school-room, whatever be the subject taught, is the concurrent testimony of all good teachers in all parts of the world, in all departments of school-teaching. It is needed, too, from the beginning to the end of a course; it is not to be used for a few of the first lessons, and then to be given up; its use is never to be wholly discontinued.—*T. F. Seward.*

CHIDE MILDLY THE ERRING.

W. B. BRADBURY. From Golden Chain.
Per. BIGLOW & MAIN, N.Y. *Gently.*



DON'T DRAG.—How should the congregation sing? With animation and pleasure, as if they liked it. Let the tune be announced in a clear, emphatic, and perhaps lively manner, and let the people take it up boldly and quickly. "Push things." There is more danger of dying of dullness than galloping into an unseemly canter. In a plain choral the time may be quite rapid, if the last note of each line is held slightly. Most people cannot hold a long breath, and unless they sing fast cannot sing at all. Rather than drag the psalm out into the dreary funeral-procession pace commonly heard, we had better be a little too gay. It is the slow and heavy style of performance that has brought church music into certain disrepute that it does not deserve.

THE
SCHOOL JOURNAL
ORGAN OF THE DEPARTMENT OF COMMON SCHOOLS AND OF THE STATE TEACHERS' ASSOCIATION.

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IT is impossible for any one who does not devote his life to learning to become the master of any one science. Time was when the sum total of our knowledge of nature could be compressed within the compass of three small volumes, like those comprising the "Systema Naturæ" of Linnæus.

A "philosopher" in those days was the trustee of the treasures of human research, and men who like the late Drs. Gray and Fleming, commenced life by the determination to acquire all that was known, were forced, long before they laid aside their pens to confine themselves to one science, or even to one section of science, by the hopelessness of ever keeping pace with the thousands of panting toilers who were daily adding to the ever-accumulating piles of information. Take botany for example. Hippocrates, who lived between 400 and 500 years before Christ, mentions only 234 species of plants, and Theophrastus, 200 years later, vaguely describes about 500. Pliny could not enumerate more than 800, which is also nearly the limit of Conrad Gesner after another interval of 1,500 years. At the beginning of this century there were only 26,000 species of all kinds of vegetables known; at the present moment fully 100,000 different forms of flowering plants, and 25-000 cryptogams or flowerless ones, like mosses, fungi and seaweeds, are described and figured in the works of botany. Zoölogy has advanced with strides quite as rapid. In 1831 there were not more than 70,000 specimens of animals on our lists; to-day Dr. Gunther considers that 320,000 will be a nearer approximation to those of which the zoölogist, ambitious of the vain task of numbering every form portrayed, would have to take cognizance. In the British Museum alone it is estimated there are no fewer than 12,000 species of insects not yet named, and some of the best entomologists calculate that there must be at least 1,000,-000 species of that order of animals. Yet all of this is apart from the new world of biology, which has been explored by the anatomist and physiologist, and is hourly opening up new lands of wonder. In the days when men still working were boys at school, geology had barely assumed a stable place among the sciences, and paleontology scarcely existed, so few were the ascertained forms of extinct life. In 1843 there were only 5,300 British fossils; to-day 15,000 are in our museums, and 25,000 altogether described from the rocks of the world, though so rapidly are discoveries being made that in a few years this estimate will be obsolete. The chances are, making liberal allowances for the number of species in the early stages of the earth's history being fewer than in its later ones, that 2,000,000 species of plants and animals have lived and died in the earth, and in the waters on the earth, since first went forth the mandate, "Let there be light."—*Dr. Robert Brown.*

THE custom of having a recess, in which the pupils go out of the building, get tired, soil their clothes, fall into disputes and contentions, and lose their interest in their studies, is but a *custom.* No small number of teachers have no such recess, considering it a damage to the school. The plan is to have, say, six recitations in the forenoon, and a rest at the end of each. During this

rest the windows are opened for fresh air; the pupils ask questions of the teacher; whisper to their neighbors (if they wish); move about the room, if any need to, or go out, as they do so putting their names on a book. If there is too much noise, a pencil-tap is heard from the teacher's desk; two taps bring all to their seats, and business is resumed. As the chief difficulty arises from the going out of the pupils, the teacher inspects the "going-out book," and when he finds one pupil does too much of this, freedom to go out to that pupil is taken away. After a time the pupils learn to use and not abuse their freedom. There are many advantages about the no-recess plan. In the cities many private schools have no recess and no intermission. The hours are from nine to one, with several rests. A good deal of injury comes from recesses; the school is broken into four parts; a bad pupil can do much injury; many vexations occur. A pupil needs to study his lesson, but recess comes and he is obliged to go out, and his mind is diverted, and he returns with his head full of what he was told at recess, or of some game to be finished. Many a teacher has thus learned to dread the recess. But some will fear the pupil's health will suffer from this long confinement. This is not a necessary conclusion. How is it with children in workshops? They work from seven to twelve, from one to six, in them. If a pupil changes his seat, has fresh air, and a varied occupation, his health will not suffer.

THAT the mass of the people of the United States are in a condition superior to that attained in the most fortunate countries of the Old World is beyond dispute. Their advantages are drawn from the abundant resources of a territory in which there are still wide tracts of land not yet brought under cultivation. The political institutions of the United States have more than the mere negative merit of not having presented any obstacles to the material progress of the people; they have facilitated the progress of the country in civilization and in wealth. Education has been placed within the reach of all. In the most newly settled part of the country the reservation of land for the maintenance of schools has rendered it possible to provide instruction for the children of the hardy pioneers of agriculture and mining enterprises. As rude assemblages of huts grow into villages, and villages into towns, the school buildings, the teachers, and the appliances for teaching, keep pace with the general improvement. We saw an admirable example of this wise liberality in the schools of Marquette. Measured by its political results, the Constitution of the United States has been eminently successful. Since it was first promulgated it has undergone no change. It has borne the strain of a terrible war; it has maintained the Union, and it has won the insurgents to the national cause by lenity and by justice. It has been sufficiently elastic and comprehensive to satisfy the aspirations of a self-governed people composed of many races and living in different parts of the country under widely different economic conditions. Looking forward to the near future, only one possible subject of dispute is seen topping the horizon—I refer to the fiscal system. Protection is now maintained for the benefit of the manufacturers, who are the few, and at the expense of the agricultural classes and the great mass of consumers. Thus far the cultivation of a virgin soil, unburdened by rent, has been sufficiently profitable to carry the load which has been laid upon it. Hereafter the agriculturists may be less able and less willing to submit to protection. Sooner or later, gradually, or possibly by some sudden change of policy, the free exchange of commodities may be accepted. When that day comes it will not be England, but the United States, which will reap the greater advantage. On the happy change which has passed in recent years in the relations between Great Britain and the United States I need not dwell at length. British diplomacy never achieved a greater or more enduring success than when it won by a generous act of conciliation the forgiveness of America for the depredations of the Alabama. The concessions we made have not weakened us, they have brought the strength which comes from the friendship and goodwill of the great American Republic.—*Lord Brassey, in the Nineteenth Century.*

SOME of the remarks made by the Bishop of London, when distributing the prizes to the students of the City of London college have a wider application than to the occasion that called them forth. "There is," said Dr. Temple, "a very great advantage in the kind of education a man gets when he is simply guided by rules made for him; there is a great advantage in the definite precision with which he goes forward step by step; but there are other advantages in the kind of education which a man chooses for himself when he adapts everything to his own needs and inclinations. In the latter case there is that kind of spontaneity in

study, which, more than anything else, adds grace and finish to what is done by the mental powers, and lives in the man's mind through all his subsequent life; continuing, even after study has been given up, still to bear fruit in the discipline of his mental powers, and in the use he makes of them. When a man has chosen his study, he does not need to be helped to his task, but the mistakes he would otherwise make are prevented, and he is kept from wandering aimlessly about in paths which lead to nothing. The business of the teacher, therefore, is like that of the mountain guide."

OUR modern scientific methods of education are slowly correcting hosts of popular errors regarding every-day subjects of observation, and doubtless a succeeding generation will have outgrown many queer conceits and myths now held as facts by the great majority of country children. It will hereafter be interesting to have preserved a full record of such misapprehensions. The wish to add a trifle to such a record has led me to note some common superstitions concerning animals and plants, which have come under my own knowledge. Children have quick perceptions, and therefore are good observers or seers. The observations they make, however, regarding the animals and plants about them, while often in themselves quite accurate, lead to very incorrect conclusions. This is because children do not reason deeply. It takes a long time for them to learn that not once or twice, but a great many times, must one phenomenon follow certain other preceding phenomena, to warrant the use of the logical terms *effect* and *cause*. Caution in forming deductions comes only with experience and education. Children have keen eyes for any strange peculiarities as well as for real or fancied resemblances, and are quick to appreciate the qualities of plants. An enthusiastic botanist and teacher, speaking of children, said, "They bow as to some fetich before poisonous plants." Monstrosities in nature fascinate them. Double apples, strangely shaped knots from trees, grotesque roots, curious lichens, adorn many "play-houses." Their readiness to get hold of the properties of plants explains how it is that children (boys particularly, because they are more in the out-door world) find so many things to eat in the woods and fields. A boy accustomed to tramp about will seldom go a hundred rods afield before he begins to nibble or chew something that he finds growing in his path. Can you not recall a dozen wild things of which you were fond in childhood which long ago passed from your list of edibles? Sassafras-bark, both of twig and root, spice-wood, "slippery-elm," the buds of the linden-tree, the tender shoots from the spruce and larch, all tickle the palate of the boy or girl. Men whose boyhood was passed anywhere in Northern New England may recall how fond they once were of something which was called "sliver," the cambium layer of the white pine. In certain places it is the fashion to chew the leaves of the Antennaria, "Indian tobacco" — in others, thistle-blossoms. Will ever honey taste as sweet as did the dainty droplets taken direct from some unfortunate bumble-bee captured and dismembered by the boy seeking what he may devour?—*Fanny D. Bergen, in Popular Science Monthly.*

DR. DUNTON tells us that a marked peculiarity of German teaching, as he heard it, was the obvious effort of the teacher to make his pupils able to do their work without the aid of others. He might have added that when that ability has been gained, these German children do their work without the aid of others. Right here is the Alpha and Omega of all true teaching. How self-reliant is he? is the test question. The great scientists of England told the biologist who quizzed them, that they attributed their success to third-rate teachers, for these obliged them often to plod their weary way alone. Solitude is better for thought than society, and the modest, uncommunicative teacher behind the desk is not the worst enemy, by any means, the child can have. The great weakness in our schools to-day is the tendency to glitter and show. The teacher—mercurial, impulsive, sensitive as a magnet—is impatient with the hesitancy of youth, and so lifts the child over every obstacle and sets him down in easy places.

This is the temptation in the pathway of every first-rate teacher, and unfortunately in this country the conditions have no restraining power. In the first place, the courses of study are laid out by school boards, who, though intelligent, know very little of the processes of mental growth. Influences that would be laughed out of court in Germany shape largely the curricula of work in our American schools. Then, again, the supervision of instruction is in the hands of lawyers, doctors, distillers, grocers, tavern-keepers—not of men bred to the labor, and fired with professional zeal. So the programmes of work, by their unphilosophical grading and absurd dictation,

crowd the memory and check self-activity, while the ignorance of the supervision fosters superficiality and show. The fashion of placing educated men over the schools in the cities and towns has done something toward abating the evil, but not a great deal. These offices are still political, and those who fill them are cribbed and confined by the bodies that elect them. To a German the situation is simply ridiculous. In that country, not only are the laws so framed that every parent, having his children's welfare at heart, is induced to send his boy to school and keep him there, but no hand is allowed to touch the machinery of the schools unless there is behind it a brain, trained and competent to direct. Every teacher, too, is judged by his methods, not by the show of the recitation or the result of cram; and when old age creeps on apace, he is treated as a benefactor of his kind—not as a pauper—and as becometh a Christian people. And so, not only is the German child taught to rely upon himself, but behind every desk is an instructor, thoughtful, independent, courting no favor, and fearing nothing but the criticism of his brother-workers.—*Popular Educator.*

HAVE we as a people forgotten that education is a growth? Do we fail to realize that as the buds of spring slowly open in response to the warm showers and the genial sunshine, so the germs of mental powers develop in beauty and symmetry only as they are subjected to a long, judicious course of training? Can we not appreciate the fact that growth of mind as well as of matter must be natural if it results in a strong and vigorous development? Nature does not hasten the development of her creations. Slowly the leaves unfold, slowly the roots penetrate the dark, warm soil, and the branches reach up into the bright sunlight. Much time is required, but the result is a thing of beauty and power. Man alone is guilty of violating the laws which he beholds so beautifully operating in nature. Nowhere is this more fatally practiced than in our system of schools. Too much work is required for the limited time assigned for its completion. City vies with city in strengthening their courses of study. Villages capable of sustaining only a good grammar school are successfully clamoring for high schools with advanced courses of study. Demands for new branches, so-called help for this and for that; devices without number; new methods which are being pushed forward by amateurs in the profession—all these things and more are focused upon our schools, until they are forced into a feverish existence which destroys in a measure the very purposes for which they were established.

IT is the exceptional teacher who knows how to seize every opportunity for the moral training of her class. It seems to be the opinion of some that morals should be set down in the grade-book as a separate and individual study, and mapped out just as geography and history are. Would not this cut-and-dried way of treating the cultivation of our nobler nature thwart its own end? The very essence of moral culture is its spontaneity. The tone of the voice, the expression of the face, are more powerful agents with the young than moral lectures. Every school-day yields many an occasion for the earnest teacher to show an aversion for wrong-doing and a love for the right; and she who carries her class with her will not fail to impart her sentiments to her pupils.

WHEN the teacher is easily provoked and falls to scolding to remedy existing evils, it may be set down at once that he knows little of the doctrine of discipline. It is the delight of a certain class of boys to tease the very life out of such a teacher, and we don't say their dispositions are very perverse either. Tell one of these quick, nervous, fun-loving boys to do a thing, and impress its importance with a scowl and a menacing threat, and if he has any snap about him he will do the opposite. The reason is that the request comes as a stern demand—as a "I dare you not to do it." The corner grocery man having his front just painted placarded with big black letters on white cardboard—"Freshly painted—don't touch it." It wasn't the "Freshly painted" that caught the boy's eyes, but "Don't touch it." Every little fellow had to try it to see if it would stick. Don't placard too many "Don'ts." Patience and plenty of work before these trying spirits will make the best of citizens out of them.—*Missouri School Journal.*

THE instruction in the great English schools was nearly all Latin until 1530, when Greek was introduced, and until 1785 the only further change was the addition of a little more Greek. It was not until 1829 that modern and ancient history, geometry, and arithmetic, were introduced into the highest classes. In 1851 modern languages were introduced into the Harrow school

curriculum. In 1822 it is said that in this school it was "absolute heresy for a master to attempt to teach anything but Latin and Greek." Dr. Arnold, at Rugby, was among the first to advocate the study of something besides the classics. On this mental food hundreds of Englishmen have become intellectual giants. Their minds had time to expand. They were not expected to know a little of everything, but a great deal of something. This is as unlike our system of universal cramming as it possibly can be, and indicates that, when the time of returning sense overtakes the educational world, the quantity obliged to be learned will be reduced to a minimum. Mental culture does not depend upon the amount memorized, but upon the mental discipline gained and its relation to the work of life.—*N. Y. School Journal.*

THE education by the newspaper is one of the noteworthy phenomena of our time. Where all the people read, and where the vast majority of the people live in cities or near railroad stations in the country, the daily newspaper brings to each person at his breakfast a survey of the entire world. Compared with the village gossip in olden times, this general survey is a miraculous instrument of education in the humanizing direction. While it educates it governs, and few nations now exist that do not consider very carefully how their conduct will appear, when it, by the telegraph and the daily newspaper, is placed under the inspection of the entire world.—*W. T. Harris.*

THE prosperity of a city does not depend solely on the solidity of its walls or the elegance of its mansions, and on the abundance of arms within its arsenals; but the safety and strength of a city resides above all in a good education, which furnishes instructed, honorable, well trained citizens.—*Luther.*

THE actual teaching comes next. No words can exaggerate the importance of the first rule to be laid down. The observance of it would revolutionize the whole world of tuition. It is so simple that it can be observed. So simple that few observe it. So simple that those who want to talk, and will do anything rather than think and act, will soon observe it. Many boys who all their lives long know nothing because of early tangle, would know. All would save half their time. What then is this simple magic, this magic simplicity? This talisman, this Columbus's egg, this Aladdin's lamp, which is to think everything into place and create half a life-time for all? Articulation—nothing more than rigid absolute exacting of articulate speech, and the pronouncing of final syllables firmly, distinctly, and unmistakably.—*Thwing.*

The motto of Lord Clyde's life, always inscribed upon the fly-leaf of his pocket memorandum-book, says: "By means of patience, common sense, and time, impossibilities become possible."

ONE of the most important attributes of a successful teacher is the ability to maintain a lively interest in class-work at all times. The teacher who fails to do this never succeeds in producing brilliant results, though the instruction be ever so practical or his labors ever so arduous. Dullness, dryness, and monotony always breed discontent and restlessness, which prevent intelligent effort. The teacher who can interest, can instruct; and though the instruction teem with soundness and reason, it will fail of its mission unless accompanied with the spice of interest.

WHETHER our education be in the sciences or in the languages, we must set steadily before us the one great object we are to obtain. Some wish to know only to know; some to be known, this is vanity; some to sell their knowledge, this is base covetousness; some to edify, and some to be edified.

AT Tranchenberg, near Dresden, I entered the common school with the inspector, and found the upper class at their reading-lesson. The inspector took the book; the children were reading a well known ballad by Gœthe, "Der Sanger," and he began to question them about Gœthe's life. They answered as no children in a similar school in England would answer about the life of Milton or Walter Scott. Then the ballad was read, and the children were asked to compare it with a ballad by Schiller which they had been reading lately, "Der Graf von Habsburg." They were asked what gave to each of these ballads its charm; what the Middle Age was, and whence is the attraction it has for us; what chivalry was, what the career of a minstrel, and so on. They answered in a way which only children of the cultivated class—children who had had all manner of advantageous influences to mould them—would answer in England; and which led me to write in my note-book the remark which I have already mentioned: the children *human.* You will judge whether

you have in your common schools a like soundness of performance in these matters: whether you really have it, I mean, and are not merely said by patriots and newspapers to have it.—*Matthew Arnold.*

OUT of seeming discouragements we may draw real and experienced comforts, and out of the deep wells of trouble the waters of salvation and joy; as the woman of Canaan, by our Lord's delay, to try her faith, proved herself to be one of the lost sheep of the true Israel, which he came down to find and to save.—*Samuel Lee.*

PUBLIC sentiment is demanding trained teachers. It is the province of the Normal school to *train all the teachers of the State.* Given these trained teachers, then make positions and salaries permanent, thereby recognizing in a substantial manner the effort of efficient teachers to meet the demand.

WHERE it is necessary for pupils to pass from the room, they leave their names written upon a slip of paper upon a file by the door, writing the hour and minute they go out (no two to be out at the same time). When the pupil returns to the room he takes his paper from that file and puts it on another, with the hour and minute of his return. As to school-room misdemeanors, I make the punishment of the same nature as the offence. If a privilege is abused, I deprive the pupil of that privilege. If the pupil is playing in school, I ask him to look up some subject in the encyclopædia. By this he may gain information. Idleness is the parent of mischief; I therefore aim to give all plenty to do, and see that it is done.

FREQUENT and careful examinations of classes of all grades revealed that the amount of written work required in pursuing the study of arithmetic was altogether out of proportion to the limited time, and its accomplishment possible only through neglecting the more important matter of readiness and accuracy in mental analysis.—*Report.*

I AM in favor of granting to school committees of the towns the right to omit the annual reëlection of the teachers of the public schools, and of requiring a majority vote for their dismissal. The good of the public schools requires that, while the employment of teachers found to be inefficient should not be continued, good teachers should be retained in their places as permanently and quietly as possible.—*State Supt. Dickinson.*

BOOKS AND WISDOM.

BY J. C. VAN DYKE.

Without books, God is silent, justice dormant, natural science at a stand, philosophy lame, letters dumb, and all things involved in Cimmerian darkness.—*Bartholin.*

THE true philosopher's stone, that by its magical touch converts existence into a golden success, is Knowledge. Be that knowledge what it may, so that it be adapted to the epoch, the surroundings, and the people, it will surely place its possessor in the front ranks of men.

In this age of the world, when men are leading neither an animal nor a material existence, but an intellectual existence, the secret of success is a knowledge of intellectual things. This is the king's daughter for whom the youth of to-day stake their hopes in entering the race. She it is who is ever ahead on the course. She it is who ever, with alluring smile, beckons on the weary. *She* it is, who, when they come too near, throws down some golden apple of pleasure to divert their attention. She it is, smiling and delusive, worthy of a prince's ardor, apparently within reach, yet rarely to be caught.

The fabled Atalanta is not more shy and fleeting than is this much-wished-for knowledge that all strive after, and few obtain. Worthy of youth's best endeavors, it is caught only by those who persevere, and spend their lives in the pursuit. There is no easy method of obtaining knowledge. You can not distill it from your own individual and unaided thought; nor can it be obtained by observation, or gathered by experience alone. There is but one true way, and that is a hard, wearisome one; for it is only by comparison of your thought, observation, and experience, with the thoughts, observations, and experiences of many men, through the medium of books, that you are enabled to gain true wisdom. These books —the inherited treasures of the ages—are the guides, teachers, instructors, educators. From them alone more can be gained than from all the rest of creation combined; for they alone contain all things that mankind has thus far gained: and nothing, from creation's dawn down to the present time, has ever been effectively thought, done, or said, but what has found its record in their pages.

The youthful thinker, priding himself on his originality of thought and development of ideas, who goes forth in the presence of nature, and alone reasons out of his sur-

roundings some truth of natural law, or conclusion of subtle analysis, will be very apt to imagine such truth or conclusion to be peculiarly his own discovery. But, before he claims recognition of his discovery, let him grope through the pages of books, lest among these records of the past he find all that his thought has ever conceived, merged into grander conceptions, and molded to higher purposes, than he ever aspired to. He will probably find that the idea he has seemingly originated was discovered and recorded years before. From the book containing the passage "In the beginning God created the heavens and the earth," down to the most puerile novel of the day, all is but one universal encyclopedia of history, recording thoughts and things in all times and in all places. You may trace the stars in the heaven above, and travel the face of the earth beneath, and plunge into the depth of the waters under the earth; but the literature of the astronomer, the traveler, and the naturalist, will have forestalled most of the discoveries you may make. True it is that discovery is never weary, and something comparatively new greets our eye each day; but, even in this keenly inquisitive age, literature keeps abreast of discovery, and, like the recording angel of the skies, jots down the deeds of men as soon as they are done.

II. Not only is the knowledge contained in books universal and unbounded in its scope, but that knowledge is immortal.

"There is no past, so long as books shall live."

The ages do but accumulate one upon another, and only the grosser parts perish. The fire, the soul of life,—the sparkling thought,—immortal and immutable, still lives within the pages of books.

The ancient belief that in each man's mind existed a shining star of light—the soul, —and that when death came the star sprang forth and joined the glittering hosts of heaven, finds a fit likeness in the death of ages; for from the darkness of material death springs forth the star of thought and learning existent through all time. The Assyrian monarchs, whose best boasts were the stones recording, "On this spot the King slew ten thousand of his enemies," have perished; and the Tigris and Euphrates, once tinged by the blood of those "enemies," have been purified by centuries of peace: but the record of that brazen age of kings and subjects lives in the cuneiform writings graven in books of stone on pages of brick. The splendor of Rameses the Great, the Theban Rameseium and its splendid architecture, have been almost entirely swept away; but the poems of Pentaur the poet remain with us on the rolls of the Egyptian papyri. The great of old have gone,—the patriarchs, Moses and the prophets,—and no man knoweth their resting-place unto this day; yet from the beginning, through barbarism into civilization and Christianity, come down to us the Commandments on tablets of stone, and all the laws that hang thereon. Achilles, Agamemnon, Paris, Helen, have passed away; the very plain of Troy, and even the great Homer himself, have been doubted: but the *Iliad* still lives. And so I quote again,—

"There is no past, so long as books shall live."

These historians and chroniclers of the ages are the connecting-links of all time; and, as the shifting scenes of a panorama bring different views to our sight, so the long procession of all thoughts, themes, actions, men, will pass before us by the simple turning of the leaves of books.

III. And what are our personal relations to these historians of mankind, and what are the benefits we derive from their association? May not the book that contains knowledge for all men be the guide, philosopher, and friend of the individual man? And what better friends can we possibly have than the pages of books? And what a flattering recognition and attention from the great men of all ages have these friends met with! How they have been cherished in the heart through sorrow and gladness, through prosperity and adversity, through youth and age! They are suitable for all moods and all fancies: for, if we are sorrowful, there will be found many books written in sorrow to bear us company; and, if we are rejoicing, there will be found many books to laugh and rejoice with us. For youth, will be found the book of youth; and for age, will be found the book of age.

These friends that from the library-shelves have watched our infancy expand to youth, and followed our youth to manhood, are generally the objects of our indifferences or contempt at first. Like Aladdin's lamp, their wonderful potency is unknown; and they may even be tumbled and tossed about in the garret, until some day a chance rub summons before us the Genie of Knowledge. How quickly then is the talisman transferred from the garret to the bosom, where it is treasured as a priceless jewel! The friendship for books generally begins with an appreciation of the power of knowledge, and books as the repositories of that knowledge. They command our thoughts, and

we respect them; respect is the parent of of love, and we love them; the essence of love is possession, and we possess them: and they are loves more faithful than are those professing far more. They do not change, nor do they fade or wither; and that which they are to us in early youth is still the same in old age. Petrarch found them faithful when princes and court beauties had proven false. His latter life was devoted entirely to their society. Indeed, one morning he was found dead in his library at Arqua, seated at a table, with his elbow resting on the open page of a book. The love of Gibbon for these friends, formed early in life, was unfaltering. He was accustomed to speak of his library as his "seraglio of beauties." Dr. Maurice was so enamored of them that he wrote a whole volume on their friendship, maintaining a personal acquaintance with each author in the pages of his book.* For years, Richelieu scarcely slept, that he might indulge his passion for books. The day was spent in state affairs, and the night was passed in the company of his "friends." When Shelley's body was recovered after the fatal storm off Leghorn, in his coat-pocket was found his well-beloved and inseparable Æschylus. The great Plato was found dead with the *Mimes* of Sophron under his pillow. Bacon speaks of books as "true friends that will neither flatter nor dissemble;" and Ben Jonson, in an address to a friend, says,—

"Then do I love thee, and behold thy ends
In making thy friends books, and thy books friends."

Literary biography is crowded with instance upon instance of the great men whose ruling passion has been their love of books; and the benefits they have derived from that passion and its association are evidenced to a great extent in the simple fact of their being great men.

IV. But books are not alone the friends of mankind, in whose society we take great pleasure. Like true friends, they are guides, philosophers, and instructors. Never a pedagogue tutored the mind of youth so faithfully, patiently, unselfishly, and kindly, as the open pages of a book. They await the pace of each reader's intellect, and adapt themselves to its capacity. Is the reader a dunce,—they explain the text again and again; they repeat, and go back, and never weary of answering an oft-repeated question. Is the reader a keen intellect,—they sweep on with their race-horse speed, riding with him, neck and neck, over the course. They stay for his lack of perception, or move on with his rapid stride. And how these instructors brighten us by contact! No stone is so dull, or rock so rough, but it is susceptible of polish by hard rubbing. The very dunces learn something by contact with school and college. Why not, then, the clever youth whose companions are books, or, as Ruskin calls them, "Kings and queens?" These master minds raise us up to their field of vision. We see with their eyes, we reason with their faculties, we are convinced as they were once convinced. They aid our perspicuity of thought, and mark our daily conversation; they furnish us with new thoughts; they discipline our minds, and enlarge our conceptions; and not the least of the advantages we derive from them is the appreciation of our own ignorance.

Indispensable alike for the poet and the orator, the philosopher and the *littérateur*, they tutor the minds of the present by the wisdom of the past. Their influence is irresistible; and, whether we will or no, the cast of human thought takes its impress from the mold of books.

V. The greatest advantage we derive from the association with books is not, however, in the accumulation of the ideas of others, but in the suggestions that those ideas give birth to in our own heads. The thoughts that are already thought out for us are nothing in comparison with the thoughts that make us think. The ideas of the author which beget the most new ideas in the reader are the ones of value. True it is, that "there is nothing new under the sun." It is equally true that there are but seven primary colors, but from those seven colors may be blended tints and shades innumerable. The assimilation of an author's ideas propagates new ones in the reader. As Mr. Hamerton says, it is like the adding to a substance of another ingredient: it produces a chemical change and a new substance.

Whether books be taken up for pleasure or for profit, they are useful as advancing the intellect, stimulating the imagination, enlarging the reasoning-power, and suggesting new ideas to the mind. This reading for pleasure is, after all, a harmless, ethereal ideality,—a blowing of bubbles in the air, that savors more of genuine estheticism than all the mewlings of Pre-Raphaelistic poets, painters, and decorators, since that ancient master's demise. Nor is it so profitless as

*Friendship of Books, by F. D. Maurice.

we are continually led to suppose. We would not lose from literature the labors of such omnivorous readers as the elder D'Israeli, Burton, Buckle, and a host of others. Finally, whether for pleasure or for profit, a cultivation of the love of books and a literary taste is sure to be the acquisition of knowledge; and a knowledge of books is the beginning of wisdom,—even of that high wisdom which pertains to man's spiritual nature.

VI. The people of to-day are a reading people, and a people keenly appreciative of books. Nothing more than the dry statistics of the thousands of volumes yearly published, bought up and read, is needed to prove this appreciation. Yet this is not a modern fancy with its short-lived day and death. The ancients, who spent years in making that which is now the work of a few days, hoarded up their treasures in libraries of stone. The great Aristotle was the first Greek collector of books, and in his library not the least of the treasures were his own works. Over the arch of the Rameseium at Thebes, which, during the reign of Osymandyas, was used as the repository of his library, was the inscription, "The treasury of remedies for the soul." The discovery of Assyria's libraries of clay by Layard and Botta at Nineveh, the excavations at Pompeii and Herculaneum, the history of the succession of Alexandrian libraries, and the frequent allusions of the classic Greek and Latin writers to the libraries of the past,—all go to prove how important and essential a feature in the economy of the ancients the knowledge of books was esteemed.

The appreciation of knowledge by the people of the past and present, coupled with the recommendation of the great of all ages to study books as the fountain-head of knowledge, acts as a strong incentive to exertion with every young person. The inclination to be a leader, not a follower, in the race, is the ambition of youth. The young Egyptian at Athens who witnessed the Olympian games, and saw trophies and prizes born away amid thunders of applause, was not content to remain a spectator. Fired to enthusiasm, he himself would have rushed into the competing-lists; but his friend plucked him by the sleeve, and said, "You will wage unequal strife. Whatever may be your physical strength, you lack training. You know not how." The ambitious youth who would rise to lofty heights though the knowledge of books will do well to apply to himself the advice of the Egyptian's friend. Almost everything may be learned from books; and, if they are properly utilized, they are our greatest blessings: but it must not be forgotten, that blessings turn to curses in wrong hands. And there is another maximed truth in this connection, worthy of every reader's attention: "Knowledge is a two-edged sword," and it cuts the unskilful hand that grasps it as easily as it cleaves the skull of ignorance. You must learn to grasp it by the handle, not the blade. It becomes then necessary, in order that you lay not hold of the sharp edge of the sword, that you examine well its fashion, its nature, and its powers; that you learn, first, how to handle it, and, second, to what execution it is to be put.

Books and How to Use Them.

CONCERNING NOISE.

THERE must be a reasonable quietness in the school-room. But how shall it be had where there are forty children with eighty feet, and sometimes eighty children with one hundred and sixty feet? Books and slates will drop, pencils will grate, and sometimes lips will whisper. Noise is a pleasure to the pupil, too; he enjoys the hum and buzz that the teacher dislikes. How shall we secure quietness?

Mr. Sharp will say: "No trouble about it, sir; give me a good strap and I'll make it quiet. There is no noise in my school." Very likely, but that is not the kind of quietness that is wanted; it is too much like the improvement in the colored people's religion that resulted from the earthquake in Charleston. That kind of quietness is wanted that the young pupil produces by his own efforts—self-made quietness, or "subjective quietness," as the philosopher would say. To produce that the teacher will "lie awake nights and study of days."

The following has come to us from a successful teacher, who writes not for the purpose of display, but to help others who have not had the experience he has had.

I once found myself in a school-room that gave me a great deal of trouble, and will tell you how it became perfection, for such it really did. There were sixty boys out of a live village in it; they formed the lowest grades of the advanced or grammar school. There were some "hard customers"—sons of rough fathers, the canal men, and others. I assured them, over and over, that they were there not merely to study and recite lessons, but to grow better and nobler in every way. I put on a

long strip of paper the words, "We come here to grow stronger, nobler, and better." I put this up before them on the wall over my desk. This matter I discussed very frequently during the first days and weeks.

I put before them the need of self control, instancing the drunkards, which abounded in the town. I often said, "Do not watch me; watch yourselves." And again I often said, "You will often see me looking at you; it is not to spy upon you—not at all; it is merely oversight."

I discussed what were noble things to do in boys, instancing helpfulness at fires, shipwreck, etc.; and then declared there were as noble things to be done right there.

Now during the first week there had been noise, and a great deal of it; but I found much of it came from carelessness. I *trained* the boys to go out and come in with care; opening and shutting the door and the desk-lids was practised over and over; coming to the recitation seat was also practised over and over; getting out the books, and putting them away, was a matter to which much time was given. When the second week began, more than half the work had been accomplished.

It may seem to many that the training might have been carried on just as well without addressing the moral side of the pupil, but that is a great mistake. The teacher must in some way give moral stamina. To say, "don't do this," and "don't do that" will injure a pupil if kept up too long. He must begin to act from principles that lie within him, from the desire to do the noble thing.

To keep the feet from being shoved backward and forward on a sandy floor, was a problem. I told the boys that it injured our school, and proposed to appoint a boy to attend to it, and to report who made no noise to speak of, and to admonish by a tap of his pencil on the desk when there was noise. This was a great help to quietness.

We sang pretty songs (at first very roughly) several times a day; we discussed our school-room a great deal. The pupils would be asked, "What can we do to improve our school?" One would suggest something, and then we would discuss it. Another would suggest something, and that would be discussed. Then we would try to put these things into practice. I boldly asked them, "Is there anything that I do or do not do, that I should do?" "Am I kind enough?" "Do I help you enough?"

It took a little time for these seeds to grow up and bear fruit, but they did, and the result was perfection. All tried hard to attain quietness as being a thing needed for real progress. This I found to be an important point. If a pupil keeps still simply to please a teacher, or in fear of a teacher, he is building on the sand. Yet theory is not enough. There must be steady training in all the small things—the walking, the writing, the speaking—that they be done with the least noise possible.

New York School Journal.

APPEALS TO THE JUDGMENT.

BY FRANCES E. SPARHAWK.

NEXT to honesty comes good judgment. It is an element of all success. It is to honesty what the gunner is to the gun; it makes the charge hit the mark. It is secondary to honesty, only because success is secondary to character.

Malvolio says that some men are born great, some achieve greatness, and some have greatness thrust upon them. However this may be with greatness, it is certainly the case with judgment. But the number who achieve it, after much labor and many failures, must be larger than those who require scarcely the help of events, making these only stepping-stones to success, while the painful spectacle of those who, in emergencies, have judgment thrust upon them by their friends, ought to convince everybody that a child's judgment should be exercised early and constantly. This should not be done by abstruse questions, or even by difficult practical ones, but in the simplest ways. For judgment is only acute consciousness of cause and effect, and this consciousness may have early beginnings. It cannot be too often said, or too well remembered, that the public schools are for the training of American citizens, and the faculty of judgment is the foundation of a Republic. Time used in showing children two sides of anything, if only the sunburned and the pale side of an apple, and in leading them to think why there is a difference, is time well spent. Memory, imagination, reason, are the forces to be set at work; they are the teeth, tongue, and palate of the mind; judgment is its digestion.

Children are not sent to school to learn facts, but to learn how to use them. Facts, and plenty of hard ones, too, are lying in wait for them at every corner in life. Children can as easily store up a valuable

amount of these in school-days as they can eat next week's dinner to-day.

But to learn that the difference between a straight line and a crooked one is also the difference between straight dealing and crooked, even if only in the matter of an answer to a question; to learn, best of all, that this is a world where things go by laws, and that it is possible, to some extent, to find out these laws. This is worth time and study. It is a development of the faculties, that is worthy of the name of education.

How can the teacher help her pupils here? Only in the natural way. How full of warmth the spring sunshine is, and how it makes the buds open their hearts and give forth the best that is in them. But nature never leaves out her northeasters because the buds are tender; she does not approve of molly-coddling; she will not deny them stamina. So the wisest teachers will not try to take away all difficulties, but to make their pupils see that energy, like electricity, bridges oceans and continents, and outruns the sun in its course, and feel that a portion of this energy is their own birthright. Then how to turn it, what to do with it? This is where the question of judgment comes in constantly. What do other people do in their lives, and what is the result? And how is it with ourselves? Here is at once the way, clearest in theory and most efficient in practice. For actions and their results are, after all, history, story, politics, experience—everything. To predict them is the greatest sagacity; to analyze them, the deepest philosophy. There can be no other such training as that in cause and effect for use in the business of life. And this may begin in seeing why, when John had one day shammed a headache to be rid of his lesson, when he told the boys something the next day they hesitated about believing him; or why, although Charley's figures always would topple on one side, his teachers thought him the dearest, kindest little fellow; or why Vannie's picnic was not a success, when she tried with all her might to have a good time herself, no matter what anybody else had.

Children watch. They soon find out the amount of honest dealing in stories made out for them. For instance, they see that the boy who, against his parent's orders, goes out upon the river on Sunday, is no more likely to be drowned, unless the wind is flawy, than if he went on a week-day, because that there is not a special series of flaws gotten up on Sundays for the punishment of disobedient boys. The result is, that they overlook the inevitable punishment of wrong-doing, which is in character, while physical misfortunes may or may not accompany this. And more: Seeing the failure of the outward consequences that they have been told to expect, they come to believe that other consequences, if there are any, may also be dodged.

Instead of threatenings of specific events, not necessarily consequences of actions, they ought to be shown, always in simple ways, the inevitableness of law. That a ball thrown from the hand, however high into the air, always comes back to earth, is an illustration that one's deeds return to himself, and always in a sense as they were sent out, though in the descent they may hit him hard.

There are only as many ways in which to teach children to look at things logically, and to judge for themselves, as there are objects and events by which to illustrate laws. And the consciousness of being under the inexorable laws of the universe is the awakener of that obedience to them which is the despair of anarchy.

American Teacher.

CHAUTAUQUA TEACHERS' READING UNION.

THE teacher of youth is set to that calling for a double purpose: the one for the inculcation of the principles and methods of a progressive mental and moral growth, co-extensive with life. The other and equally important, that of illustrating in his own life and thought the doctrines he teaches The Chautauqua Teachers' Reading Union has been organized to assist teachers to attain a higher rank in their profession, and to be more fully equipped for the most successful work, for these reasons:

1. Teaching, as a profession, from its dignity and influence, calls for the exercise of the healthiest and maturest powers of the human being. Like produces like in spiritual as well as in physical generations. Hence, the teacher's powers should be well balanced, well developed, and vigorous, to be most effective. Healthy teaching power impresses and stimulates. Arrested growth depresses and represses its possessor, and its environments.

2. But the highest power implies command of the largest resources and as the richest ores are found in the bed-rock, so the most valuable acquisitions of study are not in the most apparent but in the most

occult of sciences, namely, *Philosophy.* Hence the teacher must, with all his getting, get understanding.

3. The expenditures of force in teaching are consistent and severe, and demand continuous re-enforcement.

4. These expenditures are the most satisfactory to one's self, and the most effective, when called forth in answer to a felt want, and on the line of a true philosophic development.

The C. T. R. U. therefore proceeds on these principles:

a. Man, the teacher, a self-educable being.
b. Self-knowledge, end of all knowledge.
c. Healthy progress, slow but sure.
d. The world, his school-room.
e. Nature, man, history, spirit, these are his teachers.
f. Life, the school-term, no vacations.
g. All knowledge, his servants.
h. Himself a debtor to all men in its use.
i. The rewards in using, not in possessing.

The Chautauqua Teachers' Reading Union is an extension of the scheme of the C. L. S. C., adapted to the day-school teacher, and applied to his work. Dr. Harris says of it:

> I believe heartily that the time is just at this moment ripe for you to extend your department of secular education of teachers over the country. With your facilities for giving diplomas for work done, and for keeping up professional reading by your ingenious device of "Seals," your movement will co-operate with all the State movements, and offer special advantages to every individual teacher ambitious to elevate himself in his profession. I am heart and soul in favor of your movement.

Equally cordial endorsements came from Gen. Eaton, late Commissioner of Education, Dr. E. E. White, Hon. J. W. Dickinson, Dr. J. W. Stearns, Dr. Edward Everett Hale, Prof. W. H. Payne, Miss Clara Conway, Dr. D. B. Hager, and many others of national reputation.

COURSE OF READING: SUBJECTS.

The regular full course of reading extends over three years, and embraces nine leading subjects or departments. The time allowed will enable the great body of active teachers and others professionally occupied to do the work assigned in the most satisfactory way, while those who have more time may complete the work in a shorter period.

The following important and necessary subjects will be embraced in the regular three years' course:

1. "Principles of Education."
2. "Methods of Teaching."
3. "Biography and History of Education."
4. "School Economics."
5. "Kindergarten and Primary Work."
6. "Psychology."
7. "General History."
8. "Political Economy."
9. "School Supervision."

Three subjects are assigned for each year's reading, with the most approved text-books and supplementary helps, furnished to members of C. T. R. U. at greatly reduced prices.

SUBJECTS FOR FIRST YEAR'S COURSE.

Class of 1886–9.

1. Principles of Education. One book.
2. Methods of Teaching. One book.
3. General Culture. One book.
4. Socratic League Leaflets, on Practical Topics for Teachers, will be furnished the members from time to time without added cost.

A certificate of the C. T. R. U., signed by the Chancellor and the Presidents, will be given to each student who shall fill out the required memoranda relating to the first year's reading. This certificate will become a diploma by the addition of two Socratic League Seals, which will be given for the completion of the second and third years' readings.

Members taking written examinations on the several courses will receive special recognition by affixing the Gold Seals of the Chautauqua University.

The year's work may begin at any time. The annual fee of the C. T. R. U. is fifty cents, to be paid on application for membership to Miss Kate F. Kimball, Plainfield, New Jersey. A certificate of membership will be returned on receipt of the annual fee.

THE SOCRATIC LEAGUE.

Members of the C. T. R. U. are also entitled to the privileges of the Socratic League, a social and professional organization; local meetings of which will be held as often as the membership may determine, and annual meetings will be held in connection with the assemblies of the Chautauqua University. At the branch meetings of the Socratic League, the members may meet for social purposes, for discussions, and for all purposes looking to personal or professional advancement. Such officers should be elected as will secure the efficient work of the branch league, and the name of the league will be at the option of the members. It is recommended that at least four meet-

ings be held each year, and one each month if convenient.

Socratic League Leaflets will be prepared by distinguished writers, and sent to all members gratuitously. The following are the topics for Socratic League Leaflets for 1886–87: 1. The teacher preparing for school; 2. The teacher in school; 3. The teacher in society; 4. The teacher as a reader; 5. The teacher and overwork; and 6. The teacher on vacation.

The Faculty and Reading Council are as follows: Rev. John H. Vincent, Chancellor; Thomas W. Bicknell, President; Hon. John Eaton, J. H. Hoose, Hon. John W. Dickinson, Hon. W. T. Harris, Rose E. Cleveland, Daniel B. Hagar, Prof. S. S. Parr, J. W. Stearns, Gen. Thos. J. Morgan, E. J. James, Rev. Edw. Everett Hale, F. Louis Soldan, G. Stanley Hall, Clara Conway, N. A. Calkins, James McAlister, Hon. H. M. Skinner, Hon. E. E. White, John Baldwin, W. N. Hailman, Julia E. Buckley and Hon. John Hancock.

Our readers who are desirous of knowing more of this important movement will do well to address President Bicknell at Boston, or Miss Kimball, at Plainfield, New Jersey, for the C. T. R. U. Bulletins, and such other information as may be desired.

POWER TO READ.

If we mean by these words power to utter the vocal sounds corresponding to a series of printed or written symbols at sight of the symbols, our teaching of reading must be considered fairly successful. If we include also the power to give appropriate expression to narrative and descriptive passages, the same may be said. But even with these admissions there is room for the question, "Are we successful in giving the power to read?" Such an occurrence as this may give rise to the question: An intelligent man wishes to put together a simple machine from a printed description which he holds in his hands. He reads the description twice carefully, and then addresses himself to his task. But the parts will not go together. He resumes the paper, determined to follow the directions in detail, one by one. Still he finds trouble—a perversity in inanimate things. "Is it true that I cannot read that paper," he exclaims, "or is there something wrong with these parts?" At length they slip into place in a way as unaccountable as their former obstinacy. He reads the paper and examines the result. "Why!" he remarks, "that is just what the paper tells me to do! what a fool I was!" How ought he to answer the question as to his ability to read?

A distinguished professor of science remarked the other day: "The great trouble with college boys is that they do not know how to read. If they could only be taught to read before they come to me I could do a great deal more for them; but they don't know how when they come to me, and they don't know how, some of them, when they leave me; for I have not time enough to teach them. I give a boy a book containing detailed directions how to perform an experiment, and send him into the laboratory with it to work. If he simply follows the directions he cannot go amiss. After a little time I go around to see how he is getting on, and find that he has made a mess of it. The boy don't know how to read." Is the charge justifiable? We may go farther, and ask whether these cases are exceptional? As a matter of fact do they represent the usual result of our teaching?

Assuming that they do, it is not difficult to designate the nature of the failure. Reading consists in translating symbols appealing to the eye into corresponding sound symbols, which again ought to call up definite ideas. In the cases cited these symbols are the names of material things and of their relations. If the whole process is complete, the imagination will picture these parts and their relations, and the picture will be accurate in details, because a rightly trained mind will not rest until every symbol has its corresponding definite image. Thus working constructively, the imagination ought to build as the reader progresses, so that at the conclusion of the reading he should say, "I see it." This requires considerable imaginative power. The details are not only to be clearly grasped or imaged, but held and combined, so as to be seen in their relations. it is manifest that in these cases there is a complete break-down in the effort to do this. The imagination has not been skillfully trained. It is not strong enough. It does not respond to the verbal symbols, and the process breaks down in its last and most vital stage.

But this is not the whole of the difficulty. In these cases the persons abandon the effort to see the thing as a whole, and resort to the objects to help them out. They have only to do one thing at a time precisely as they are directed; and they fail in this. It is evident that they do not take in the details distinctly. The language is definite,

but their ideas are vague and confused. They are capable of uttering to themselves words which say one thing, and which mean quite another thing. They are somewhat in the condition of Sir Hudibras:

> His notions fitted things so well
> That which was which he could not tell.

Thus we arrive at the fundamental difficulty, and find it to be essentially what Rousseau points out in his tirade against books: "*The abuse of reading is destructive of knowledge.* Imagining ourselves to know everything we read, we conceive it unnecessary to learn it by other means. Too much reading, however, serves only to make us presumptuous blockheads." This will at once suggest that the loose habits of which we are complaining are the results of general reading and reading for amusement, in which the reader is content to take what he gets easily and without effort, and to let other words float through his mind without caring whether they suggest definite ideas or not. Enough is seized to keep up interest, and the matter is not worth laborious attention to details. In this way one learns to read rapidly, and in a way increases his knowledge and his vocabulary.

Now, the school exercises in the higher grades ought to supplement this loose and hap-hazard learning, by furnishing the kind of training which this cannot give. One of their chief ends should be to form critical habits, to make every word significant, to call into full play the imagination and the understanding. We are not now thinking of that distinctively literary training upon which Mr. Matthew Arnold sets so great store; that appreciation of the artistic element in literature, which purifies the taste and refines the nature. This too is important to develop in the advanced reading class. But the more elementary work is the more indispensable, and this consists in teaching pupils to get out of books what is in them. When they have learned that, books will be to them, as they ought to be, interpreters of things. They will at least have the power—and they ought to have the habit also—of interpreting exactly what they read, not missing any part of it and not misinterpreting any part. Almost any school-room will furnish to an observant teacher evidence how difficult a task and how rare an attainment this is. Much of the trouble which pupils experience in stating problems in algebra or arithmetic arises out of their inability to read, and a good book of problems is therefore an excellent instrument for developing this power.

The shortcomings and errors of recitations are often attributed to the defect of memory or weakness of understanding, when in fact they are due to the pupils' inability to read; and it would be a great service if teachers would point this out, and thus not merely correct the special error but the mental habit which caused it. Put pupils to drawing definite forms from written or printed descriptions, and observe what effort it costs them to translate the sentences which they read into visible forms. Or let them read such a description as carefully as they wish, and then from memory direct others how to draw the figure. Clearly, then, we need more training in reading critically, reading whose aim shall be to get exactly what is said and to get every detail of it exactly. We are falsely asssuming that because people read easily, and use the words they meet, therefore they know what these words mean. When they read words accurately descriptive of things, and then bring their notions to the test of the things, how often do we find them indefinite or erroneous. *Intelligence.*

DUMB-BELLS.

BY C. L. BATES.

THERE has been very much talk of late against classical education, and a clamor for what is called the "practical," the "business" education. The sentiment seems to prevail quite widely, that the study of Latin and Greek and the higher Mathemetics is to a large extent ornamental and not in the popular sense "useful."

What education *is*—its scope and aim and purpose—is being rapidly lost sight of, in the hurry and bustle of the nineteenth century. It has ceased to be *education*—in the sense of drawing out, sharpening and cultivating the faculties of the mind; and it might now be more properly termed Induction, for it is conceived of as a *drawing in* process, solely for the pupose of pouring upon the mind an ocean of ideas and facts. The child learns his A B C's—that *fact* is made sure of; he masters the art of reading, another *fact* laid hold upon; he learns the multiplication table, conquers Arithmetic, Algebra, Physics, Geometry perhaps—more "facts, useful facts," and the practical world smiles its approval. But he proposes to study Latin and Greek—and how that practical world frowns upon him! "Here," it says, "the useful ends; there are no useful facts in Latin and Greek, so here I would

have you stop." The modern system of *induction* is completed.

Where is the fallacy? In this: *The mind is not only a vessel, but a muscle; it needs not only to be filled, but to be strengthened.*

What would you say of the man who wanted to strengthen his body, but refused to use dumb-bells, on the ground that the exercise in itself was not a "practical" one —because in the future perhaps he might not be able to earn a living by the mere act of swinging dumb-bells? Yet such an one would be not a whit more foolish than the advocate of the so-called practical education.

The function of the muscles is to lift, and he who would develop them must practice and cultivate the art of lifting; the functions of the mind are to weigh, to judge, to compare, to *think;* and if we would cultivate it, we must practice and cultivate these faculties by the most suitable methods.

Having advanced one step in the argument; having met the erroneous idea that education is entirely a filling process, somewhat akin to pouring water into a bowl, we are confronted by the "practical" man with the query: "Can not our children, then, study something that will both fill the mind in its capacity as a vessel, and strengthen it in its capacity as a muscle?" We answer, Certainly—and nothing can fulfil both conditions more completely, than does the study of the classics. By them we acquire an intelligent knowledge of our mother-tongue, whose words in the light of their origin, forthwith become mines of thought. They bring within reach, moreover, the acute thought of the ancients, who, though they knew not that the world is round, oftentimes far outshone, in mental power, the man of phonographs and telephones. And where can be found such exercise for every faculty of the mind, as in the study of Latin and Greek! There are subtle discriminations to be made in the meaning of words and particles—dumb-bells for the faculty of judgment; there are shades of meaning expressed by fine distinctions—dumb-bells for the faculty of comparison; there is practice in logical analysis and beauty of form and expression, that will be sought for elsewhere in vain.

The tendency of the age is to run 'cross lots to everything. If one would become a piano-player now-a-days, he must needs cut "across lots," and be able to play selections from Mozart within a month or two, or he is not satisfied. And yet musicians tell us that the fingers must practice for years upon scales and technique before one can become a good pianist. And so, if one would become a scholar, if he would train himself to think rapidly and well, it cannot be done within a week or ten days, as some of our "Business Colleges" would have us believe. The mind must have its *technique*—long and assiduous practice must be given to each of the different faculties.

Everybody is in a hurry now-a-days. Down brakes! Down brakes, for goodness sake! What are we coming to? We may hurry machinery and make lightning carry our messages, but there are some things whose speed must be limited:—among these are the growth of a plant, the growth of a body, the growth of the human mind.

Let the "practical" man remember that the mind is not only a vessel, but a muscle; that its growth is governed by the same laws which govern the growth of sinew, and we shall have less of this foolish caviling at the Classics.

What do we live for, any way? Is it merely to get money?—Then, let us make of ourselves money-getting machines; let us, like Dickens' Gradgrind, feed our children nothing but "facts," and see to it that every fact is stamped with the cellar sign. Are we living for pleasure? Well, if you will have it so; but even then the greatest pleasure, every true man will testify, is to be found in *work*, and the *acme* of pleasure is in mental work.

We live to think; and we should train and develop our minds not to become mere, money-getters but thinkers—mental workers, in the great field of active existence.

TEACHING ENGLISH GRAMMAR.

BY EZER LAMBORN.

IN a late number of *The Journal*, I published an article under the above title, in which it is said that familiarity with what is called good converation, with writers in popular papers, magazines, and even standard works in the English language, is not sufficient for the teaching of correct language, as there is but little in conversation, but little in popular books and papers, or even standard works in the English language, that does not present violations of the standard rules of English Grammar. Respecting this article, I received a few questions, to which I have replied. The reading of an excellent article in the November number, taken from the *Ohio Educational Monthly*, entitled "The Study of Words," has induced me to

offer these questions and answers for publication, together with some additions relating to the article from Ohio.

1. Will E. L. please mention a few examples of his "hundreds of errors in good society?"

1. They can be readily mentioned, if *The Journal* will publish them.

2. Of what use is the study of the rules of grammar, when those who know them habitually violate them?

2. A knowledge of the rules of grammar, although it does not prevent a violation of them, teaches us to know what is right and what is wrong. And surely, we cannot obtain this knowledge from incorrect writers and speakers, although they may be the standard writers of the age. Writers on education, and even upon English Grammar, often violate its standard rules. I lately heard a distinguished speaker use this expression, "The invitation is given to all,—to you, and *I*, and all mankind."

3. How can a "book of the purest English," contain incorrect language?

3. It is said that the translation of the Bible, known as King James' translation, contains proportionately fewer errors than any other book in the English language; and the very few errors which we now find in it, consist mostly of words and phrases then sanctioned by grammarians and the usage of the age.

"Reading," says the Ohio article, "is the great substitute for that generous word-culture, resulting from constant intercourse with educated people." Ah, there's the rub. It is among educated people that we find much of the kind of language of which we complain.

"A child should learn to use a dictionary," says the writer. (He recommends Webster's.) If the child look there, he will find the phrase, "*Over one's signature*" emphatically condemned as a "common blunder." And yet, educated men in this country, generally use this absurd corruption, instead of the word *under*, which Webster says is the correct word. Why, it is in this very class of fashionable society, that we hear such stilted language as *splendid* oysters for *good*, *very good*, or *excellent*; *magnificent* coffee, *elegant* soup, and many other *magnificent* adjectives with no meaning whatever as they are applied. If the pupil consult his dictionary, he will find that these words thus used, are as grossly misapplied as is the adjective in *pious catfish*.

The article we are criticising is good; but we could not let it pass without directing attention to this unsafe reliance upon the conversation and writings of even learned men, instead of referring to a standard dictionary and a standard text-book upon English Grammar.

THE CHAUTAUQUA CIRCLE AT WRIGHTVILLE.

BY MRS. M. H. FIELD.

BY the middle of December the Circle had caught up with the rest of the Chautauqua world, and had that brisk and confident air which people always have who are abreast of the times. The meeting devoted to American literature had been far the most brilliant and successful of all the meetings yet held. It was a subject about which everybody had a little knowledge and a great deal of interest. The sketches of Longfellow, Bryant, Whittier and Lowell were so fine. Miss Thurston's essay upon early American literature was so graphic and well illustrated, and Mrs. Fiske's paper upon Emerson so admirable, that the critical Mr. Fiske got upon his feet and congratulated the Circle upon its literary ability, and Mrs. Chapman moved that the Circle keep the Chautauqua memorial days by giving public entertainments when these articles could be amplified and reproduced. This was unanimously carried and a "Bryant Day" was arranged for the latter part of December, since the third had already passed. And now a Chautauqua "boom" set in. Everybody in Wrightville heard of the Circle and its wonderful doings. The weekly "Wrightville Palladium" had a column in its local department, with display headings, and much lavish rhetoric, about "our" Chautauqua Circle, which it was averred was patronized by all the literati of the town.

No parlor but Mrs. Fiske's would hold the ever-growing Circle, so it was decided to meet in the school-house. Old people and young people flocked to the meetings, and Mrs. Fiske was kept busy sending off applications. Some joined from genuine desire "to improve their minds," as the good old phrase expressed it. Others with a vague idea that it was a new-fangled mode of becoming learned without much effort. Others, still, because it was quite the style. The young President would have been quite overwhelmed by the responsibility if she had not had such excellent helpers. Mrs. Fiske was like a sister to her and came to the rescue with a plan that each new book should be taught by a new leader, to which the Circle gave a reluctant consent. But when Dr. Hall consented to take the Circle through the next book—"Lessons in Vegetable Biology"—it was recognized directly that there would be no falling off in the method of teaching. It was right in his

line of work. He had a microscope of rare excellence, and was an enthusiastic microscopist. He could use the blackboard well also, and as the class watched his quick crayon work, or looked through his microscope at his carefully-prepared specimens illustrative of their subject of study, there was no lack of interest and appreciation. Miss Thurston had secretly dreaded this book more than any other in the course, knowing very little of it herself and fearing that others would find it hopelessly difficult and dull, but all her fears vanished before Dr. Hall's first clear, scholarly presentation of the subject. More than one young woman was seen during the month of December peering into wayside pools in search of infusoria which would surely have been quite disgusting to her save for her new interest in biology as developed by the young Professor. It was truly wonderful how well those lessons in biology were learned, and how the scientific mania spread among the fair daughters of Wrightville.

If Dr. Hall was an inspiration to the Circle in December, Mr. Chapman was ready to be no less helpful and suggestive in January when they took hold of the unrivaled book, "The Philosophy of the Plan of Salvation." It was the first religious book which they had studied together and many came to it with far from the right spirit; for, strange as it may seem, the subject which should be of supreme interest is the one least thought of, least understood and least appreciated. There was a perceptible falling of in the attendance of the Circle. The irregular members disappeared entirely, and of the regular members there was quite a conspicuous failure to appear on the first evening. The young men staid away, except two or three, yet Mr. Chapman had planned the work well. Topics had been carefully distributed to call out individual thought, and the teacher's own preparation had been most thorough; yet only a few really grasped the fine, strong, logical reasoning of the book embodied in language always worthy of the theme—the most masterly religious argument since the days of Bishop Butler and his immortal analogy.

Everything had hitherto gone prosperously with the Circle. They had celebrated Bryant's day and Milton's day with great enthusiasm. The timid members had grown quite courageous, and several had really surprised Miss Thurston and themselves with their capabilities. The musical talent of the Circle had multiplied with its growth, and not only the Chautauqua songs were rendered with spirit and precision, but every meeting was enlivened by some pleasant solo or quartette for which the little organ in the schoolhouse furnished a passable instrumental accompaniment. There were two or three ladies who read or recited well, and Miss Thurston had brought in also some of her elder pupils for special recitations. She had herself taken charge of the evening devoted to readings in "The Chautauquan" and had succeeded in keeping up a lively interest in that admirable magazine. The Christmas holidays had occasioned only a brief intermission in the Circle's meetings, and all had expressed their readiness to begin again promptly on the first Friday evening in January. Winter rains had been bravely met; dust and mud had been alike ignored. Lone women had lighted their lanterns on the darkest nights and boldly trudged along the black country roads to attend their beloved Chautauqua, until the dauntlessness of "Chautauqua women" had become a proverb. Traveling shows and peripatetic lecturers or musicians had learned not to come to Wrightville hoping to get an audience on Friday nights, and even the irrepressible young folks had their parties and candy-pulls some other evening. Nothing had failed of all Miss Thurston's plans until now there was this ominous decline.

Poor Kate carried rather a sad and heavy heart up into her little room after the first meeting in January. Her school work had been hard all the fall, although only on account of numbers and variety of ages, but the Chautanqua Circle had been a delightful change and rest. Now, if this was going to drag! She sat down and thought it over in her usual way. It must not be, she decided, if for no other reason than because the good minister's feelings should not be hurt, but chiefest of all because the very members of the Circle who needed to know more of the Bible and its claims were those who were now absenting themselves. A plan seemed to suggest itself to her, for she soon laid her tired head upon her pillow and went peacefully to sleep.

The next day was Saturday, and the gentle California rain was descending with a quiet persistence that was highly pleasing to agriculturists, but Kate Thurston never let a California rain interfere with her plans. She was born in Maine! Equipped with gossamer water-proof, rubbers and umbrella, she sallied forth directly after breakfast, and went to her friend Mrs. Fiske.

"Why, Katie, what in the world brings

you out this morning?" exclaimed Mrs. Fiske, as she ran to the door and greeted her friend.

"O, just 'She-talks-away,' as little Tom Towner calls it," answered Katie, as she shed her dripping wraps in the porch.

Mrs. Fiske was as hoarse as a raven and made haste to explain that she had not been out herself the evening before because she was fighting, with aconite and belladonna, the prevailing influenza. Kate sat down in a luxurious sleepy-hollow chair by the cosy fireside and told her troubles first, then her conclusion. "We women must 'make an effort' like the renowned Mrs. Chick. We can get these young men to come if we go to them personally. I'll take care of certain ones, and I have in my mind just the right girls to look after certain others; but, dear Mrs. Fiske, you must see Dr. Hall," and the bright color ran up over her face as she went earnestly on. "I have been so sorry to find in the last month that while he studies nature with such infinite pleasure, he does not seem to go beyond nature."

"I'm not so sure that I'm the right one," said Mrs. Fiske, "and you see I'm a prisoner, but I'll promise to do the best I can. You are an irresistible girl," she added, as Kate rose to go; "but don't stay out in the rain any longer. Go home, my dear, and let Providence take care of things."

But Kate had a way of helping Providence. Her next stopping place was at Col. Dobson's, whom she found at home and in his most patronizing mood. He had fallen out of the way of attending the Circle, much as he liked to lead a popular movement, because some of the young men who joined the class in November had an unpleasant way of calling him out on questions of which he was profoundly ignorant, just to hear him stammer and see him grow red in the face; but now he felt immensely flattered to have Miss Thurston coming after him as if he was such a consequential person that he couldn't be spared, and he promised her, with strong emphasis, that he would be there after this, and he would look up certain others and bring them also. Mrs. Dobson was an invalid and a sort of overshadowed individual, for whom Kate had a great sympathy, so she made her call quite a long one on this account. Then she pursued her way to Mrs. Chapman's, and brightened the minister and his wife with her honest praise of their helpfulness in the Circle. "Do not think of being discouraged," she urged, "it is nothing but the seriousness of the subject which has driven away some of our friends. I am sure we can win them back."

"You know Dr. Hall has no religious faith," Mr. Chapman said, "and his influence is great. We can hardly expect him to come, and that will deter others."

"It is a great pity," she said, regretfully, "but, of course, I cannot speak to him—probably no one here could have much influence with him."

She did not see the glance exchanged between the minister and his wife, so her blushes were spared. Her next calling place was at Towner's, and here she found cordial allies. Flora and Lizzie Towner were good girls, not overstocked with talent or learning, but pretty enough to be charming, and with right ideas in all essential things. They were general favorites in Wrightville, so when they promised Miss Thurston that they would see to their cousin, who was one of the delinquents, and to a certain other young man who it was well known was Miss Flora's humble servant, she knew that those young men would appear at the next Circle.

It was nearly noon now, and our heroine turned her steps homeward. She had not gone far when a quick firm step came up behind her, and a pleasant manly voice bade her good morning in a way that sounded very cheery, adding, "Can't we make one umbrella do for two? I'm going on beyond Mrs. Brooks' house a little way."

So almost before Kate knew it she was walking beside Dr. Hall, relieved of her umbrella, and with nothing to do but pick her way along the sloppy sidewalk and think how she could say to him what was uppermost in her heart. She had been helping Providence this morning, now Providence was evidently helping her. She listened for a few moments to his light, easy comments on California weather and Wrightville sidewalks, and joined in a merry laugh at their unavailing efforts to keep side by side. Then she made a brave venture:

"You were not at our Circle last night?"

"No, I'm full of other work just now."

"Ah, that was the reason, was it?" she asked. "I feared you did not feel so much interest in our subject."

"Well, I don't," he answered frankly; "I like to study things I can see and know. About these religious matters I confess I'm an agnostic."

"You have, of course, given them a great deal of thought before abandoning them," she said, quietly, as if this were a foregone conclusion.

"Well—no"— he confessed.

She let him make his own inferences, and after a little silence talked of other things; but as they parted at Mrs. Brooks' door she said, very earnestly, "I hope you will read this little book which our Circle is taking up. It is no common book, I assure you."

"I will certainly read whatever you recommend," he answered, gallantly.

The rain curled her hair in soft, moist ringlets about her forehead. Her eyes were clear and honest. All the lines of her face told of refined thought and womanly sweetness. Her ckeeks, flushed with her walk and with the excitement of this little encounter, were just the color of the hermosa roses which hung in rich clusters over her head, and Dr. Hall's words were no empty compliment. In the depths of his heart he thought, "Here is a woman worth pleasing," and he went that very afternoon into their one little book-store and bought "The Philosophy of the Plan of Salvation." When the clock in his office struck twelve that night, he was still diligently reading it.

Pacific School Journal.

VALUE OF SCHOOL PROPERTY.

NECESSITY OF A WORK ON SCHOOL ARCHITECTURE.

BY SUPT. R. K. BUEHRLE.

THE Department of Public Instruction is charged with interests of vital importance to the Commonwealth, and it is therefore but natural that its report should receive the most careful attention. The statistics published often astonish those not conversant with the great magnitude of the work of public education in the State.

Thus we find that the value of the school property is reported as amounting to $35,371,849, of which Philadelphia alone claims $7,589,003, or over one-fifth, and Allegheny county, including the cities of Pittsburgh and Allegheny $4,724,807, or over one-eighth. Of the remaining counties, the ten at the head of the list report as follows: Lancaster, $1,112,194; Schuylkill, $1,064,049; Luzerne, $947,304; Berks, $896,055; Lehigh, $848,914; Dauphin, $830,766; Montgomery, $771,053; Northampton, $752,993; Erie, $714,347; Lackawanna, $690,517, being a total value of $8,628,192 or more than one-third of that of the whole State excluding Philadelphia and Allegheny; or in other words, these ten counties contain school property worth more than one-half of the remaining counties in the State, always excepting the two above mentioned.

In population these counties rank as follows: Lancaster, 136,596; Luzerne, 132,310; Schuylkill, 129,616; Berks, 122,146; Montgomery, 94,731; Lackawanna, 88,971; Erie, 74,345; Dauphin, 72,364; Northampton, 69,987; Lehigh, 65,851; total, 986,917. It will thus be seen that they contain less than one-fourth of the entire number of people in the State, and excluding Philadelphia and Allegheny, as before, less than one-third. Some of them also take much higher rank in the value of school property than in population. This is notably the case with regard to Lehigh. Among counties whose population is greater than the lowest of those given above, but whose school property is valued less, it is a surprise to find York with 86,481; Westmoreland, with 77,349; Chester, with 76,402; and Crawford, with 68,112. In the assessed valuation of real estate, the ten counties mentioned above rank as follows: Lancaster, $81,021,210; Montgomery, $56,002,238; Berks, $51,985,402; Northampton, $35,887,120; Erie, $29,593,541; Lehigh, $27,488,792; Schuylkill, $24,924,290; Dauphin, $14,894,836; Luzerne, $12,966,108; Lackawanna, $9,341,089; total, $344,104,626, or almost one-third of the valuation of the State excluding Philadelphia and Allegheny.

Judged from the standpoint of material wealth, the following counties do not appear to advantage as regards the money invested in school property: Chester, $45,040,725; York, $36,110,227; Delaware, $29,082,821; Westmoreland, $20,896,398; Mercer, $20,461,723; Crawford, $17,206,521. Indeed, comparing the three items of value of school property, population and material wealth, the eastern Pennsylvania German counties are undoubtedly ahead, and the south-eastern tier of counties, Bucks, Delaware and Chester, must do better or cease to be regarded as the leading counties in educational advantages.

But what should be especially emphasized at this time is the propriety on the part of the State of making some effort to secure the greatest returns for these large expenditures. It is now thirty-one years since the State directed the preparation of a book on School Architecture and made the necessary appropriation for it. A copy of that book it is now difficult if not almost impossible to procure, and even if the supply were abundant, it is scarcely necessary to say that the age looks for buildings and furniture far dif-

ferent from those then deemed good enough. However, all the reasons valid then for the preparation of such a work, and its free distribution to every School District, are vastly more cogent now. Then the annual expenditures for school-houses were $266,198, now they are $1,757,437, or *almost seven times as great.* As is well known, the Department has again and again called attention to this matter, and is anxiously, almost impatiently waiting to have the Legislature make the necessary appropriation, which, in view of the great interests involved, will, it is hoped, be delayed no longer.

METHODS OF TEACHING PHYSIOLOGY AND HYGIENE.*

BY GEO. G. GROFF, M. D.

A NEW law requires that in all public schools in Pennsylvania, instruction be given in the elements of Physiology and Hygiene. I think, fellow teachers, that it is a wise law, and one which should have been passed many years earlier than it was. There can be no doubt but that if teachers earnestly and intelligently do their duty, much good will result to the pupils from this instruction. The benefit will arise from the lessening of preventable disease and sickness, which is now so alarmingly prevalent in all civilized countries, and which all sanitarians hold can be very much reduced by the application of the known means of limiting diseases in their origin and progress.

Before we take up the methods of instruction in this branch, let us for a moment consider *the preparation* necessary on the part of the teacher. Physiology, like Botany. Zoölogy and Geology, is a science which requires a very different preparation on the part of the teacher, from that which is required for the teaching of grammar, arithmetic, and the other branches usually taught in our public schools. The common branches can be learned from books. The natural sciences (commonly so called), must be learned by observation, guided at first, at least, by an intelligent teacher. Scientists are very generally agreed that science taught from text-books alone, is of very doubtful value. Much text-book instruction here is certainly of no value at all. As an illustration, in Botany plants and not books are to be studied. A teacher may prepare himself from his books, but he would be much better prepared, were he to go to a good school, and to study under a living teacher; but as teachers will not do this, it must be urged that a competent knowledge of the science cannot be obtained from a *single small text-book.* Let the teacher first master the book adopted in his school. The points in it which he cannot understand, he should have explained by a physician or other competent person. When this one book is mastered, he should procure and study some standard work, as Dalton's, or Flint's, or Carpenter's manual, getting aid as before from a physician. Only after such preparation will he be able to satisfy his pupils, his patrons, or himself, in teaching Physiology, even in the most elementary school.

The subject is divided with three parts, viz, Anatomy, Physiology, and Hygiene. Anatomy is the science of organization, and covers the structure of animals, plants, and also of inanimate objects. Physiology is the science which treats of the processes of life, and belongs to both the vegetable and the animal kingdoms. It explains, for instance, how bread and butter, cheese, and other foods, become flesh, hair, nails, etc.; how heat is developed in the body; and all similar phenomena. Hygiene explains how the health of the body is to be maintained.

It is readily observed that Hygiene is much more important than the other sciences. It is far more important to us to know how to keep the eye, or the stomach, or the heart, or liver, or any other part of the body in health, than it is to know the structure of the organ, or to know how it carries on its processes; in the eye, for instance, to know all about the coats, humors, the inverted image, etc., etc.

Hygiene is the *all-important* division of the subject, and with young children, almost the only one to which we care to pay attention.

1. The first method I give you, is, By incidental talks. For children under 12 to 14 years of age, I do not wish any text-book. The teacher may give short talks on Hygiene, may name the different parts of the body,

* A lecture delivered before the Clinton Couuty (Pa.) Institute, session of 1886, by G. G. Groff, M. D., of Bucknell University, Lewisburg, Pa. The following outline was placed upon the blackboard:

1. By incidental talks to pupils.
2. Teacher reads to pupils.
3. The class *read* a text-book.
4. By Recitations, { 1. The ordinary oral method. 2. The topical recitation. 3. The written recitation.
5. By Lectures, { 1. By the teacher. 2. By a physician or other skilled person.

locating them, and give such outlines of their structure as may seem proper. Hygiene must be made very prominent in the work. It may sometimes happen that parents will not purchase Physiologies, and so there may be no books at all in the school. In this case, also, the instruction must be given, and can be well done, by talks from the teacher. These may be given on opening the school, or just before closing in the evening. It is also a good plan to talk about violations of the laws of health which the teacher sees prevalent, as wet clothing, standing in cold winds, filth, injuries to the eyes, need of exercise, and other matters requiring attention.

2. The teacher may not be able to prepare talks so frequently as he desires, in which case he may read from some good book on Physiology a few passages, and explain the same to the pupils. In this way he can fulfil the law, when the pupils have no books. In both methods named, the teacher should be careful to question the pupils *very frequently* on what has been told them in previous exercises. Only by so doing will they be made to remember these matters.

3. If the older pupils have books, a good method of recitation, at least the first time going through the book, is to have the pupils read the lesson, much as a reading lesson. As each pupil reads, he should be questioned to see that he understands what is read. The teacher must also explain all difficult passages. Good work can be done by this method, and it is especially commended to young teachers.

4. Under recitations we offer three methods: First, the ordinary method of studying and orally reciting the text. *This is the poorest possible method with any science, and yet is probably the commonest.* Teachers should discard it as soon as possible. Whenever lessons are assigned to be committed, the teacher must be careful to go all over the text, and explain passages liable to be misunderstood, *before* the class study the lesson.

By the topical method, I think superior work may be done in the sciences. My plan is as follows: I write on the blackboard, or dictate to the pupils, a list of topics on which they are to prepare a lesson for the morrow. They take this list of topics, and, from every available source, get information on the points assigned. As an illustration, I give an outline which I use in the study of the skeleton. The teacher can modify it as he sees fit.

THE SKELETON.

1. Skeleton defined.
2. Kinds of among animals.
3. Number of bones; varies; why?
4. Composition of; varies.
5. Shapes of bones, surface, periosteum.
6. Structure of bone { General. / Minute.
7. Development, completed when.
8. Repair of bone.
9. Uses of bone.
10. Hygiene of the skeleton.
11. Some common diseases of skeleton.
12. Classification of bones of skeleton.

The following outline for the circulation, will require several lessons to complete:

THE CIRCULATION,

1. The Fluids	Chyle: Source, character, uses. Blood: " " " Lymph " " "
2. The Organs	Heart: Position, structure, uses. Arteries " " " Capillaries " " " Veins " " " Lymphatics " " "
3. The Forces	Heart's contractile power. Muscular action. Aspiration. Arterial and Venous contraction. Capillary attraction. Assimilation (and others).
4. The Routes	The Pulmonic Circulation. The Systemic " The Portal " The Lymphatic "
5. Changes in Fluids during Circulation	In Capillaries of Lungs. In " " Body. In " " Liver.

6. Hygiene of Circulation.
7. Common Diseases of Circulation.

The advantages of this method are:

1. *It saves the teacher work.* No difference what the arrangement of the text-book, the teacher is not required to memorize this arrangement. Pupils simply master the topics. It is of decided advantage to the pupils to have the topics in a different order from that given in their text-books. Then they cannot commit and recite the text like parrots.

2. A second advantage of the method is that it enables one to use a variety of text-books in his class. This makes the recitation more interesting and more valuable. Besides going to different books, pupils will ask parents and other persons for information; and thus far better results are attained than can be from the use of a single book.

A third method of recitation is the *written.* Pupils should be very frequently required to write out their recitations. It is of advantage when the teacher is crowded for time,

to have one class writing while another is reciting orally. In crowded country schools this method may be extensively used with older pupils.

5. Our last method is by lectures. These may be given either by the teacher or by some other competent person. There is no doubt in the mind of the speaker that Physiology can be much better taught by lectures than by the use of text-books. But not all teachers can prepare themselves to lecture. It is the lecturer's plan to require his pupils to have a text-book to read in connection with the lectures and to supplement them. Occasionally a lesson may be prepared from the book. It is for those who make a specialty of the science. In every community there are such teachers. These can best teach *their* specialty by lectures, using text-books for other branches. An outline of the lecture may be written on the board, and copied down by the pupils. While the teacher is talking, the pupils should give attention and not take notes. As soon as possible after the lecture, they should write out all they can remember of it, using the outline as a guide. This matter should be written in pencil or ink in a permanent note-book. Each day students should be reviewed on preceding lectures.

In towns and cities, I think it would be best to have the work of teaching this science turned over to an intelligent physician. This is done in some towns in our State. Physicians ought to be able to do the work better than teachers, but, in country places, an occasional lecture only can be expected.

These methods, teachers, have all been tried in the schoolroom. All are good. They are offered to you, with the hope that you will make use of them all. Have a diversity of methods in your classes. One stereotyped method begets listlessness and a poverty of results. Be a living teacher. Change your methods often enough to keep your pupils awake.

THUS through all life the student knows that he needs more knowledge, but he does not recognize that a thirst for knowledge, and a mind equipped to satisfy that thirst, are far more essential needs. The man of business is very conscious that he needs more capital, but is sometimes quite ignorant that he needs more caution. The mother in her family wants to have more obedient children and more faithful servants; she knows not that the family's real need is that of a wiser and more self-controlled mother and mistress.

THE ORAL METHOD.

BY T. J. CHAPMAN.

THE practice of having pupils commit lessons to memory and recite them orally, whether in the way of question and answer, or topically, and making no further or other use of what has been learned, has about ceased in our public schools, though it continues in some of our academies and private institutions. It is a very poor method of teaching. A carpenter who would never require his apprentice to do anything except sweep out the shop, but at the end of his apprenticeship should hand him a lot or tools, and tell him to go out into the world and work, would act about as sensibly. A boy by the oral method may learn to answer fluently and correctly everything in the text-book on geography, for example, and yet his education—that is, the proper drawing out and training of his mental powers—may be almost entirely neglected. Education ought to impart skill, readiness, and accuracy—not only in answering questions off-hand, but in the reproduction and re-statement of what has been learned.

This matter was forcibly brought to my mind only recently. A boy of fifteen, who had been taught at a private academy, who was represented to be a good student, and who had made what was considered "excellent" progress in geography, history, arithmetic, grammar, algebra, and Latin, asked for admission to a certain class of which I had charge. To determine his fitness for admission, among other things I set him a paper in geography. Among the topics was this: "*North America*—Its drainage; its chief minerals, and their districts." His answer was literally this:

"It is drained in the west by The Colorado and Sacremento. In the north, north-west, north-east, and central by The Missisippi and it's branches, in the east and south-east by The Deleware, Potomac, James Conneticut and Savannah. Canada is drained by Winnepeg, and Slave Rivers. Winnepeg Lake and Hudson Bay. It's chief minerals are Coal, Iron, Petrolium, Copper, Gold and Silver. Coal is found in Pennsylania. Iron is found in The Rockies and Alleghenies Petrolium is found in Penn, Ohio and New York.

"Copper is found in Michigan. Gold is found in California and Oregon.

"Silver is found in Colorado, Nevada, Idaho, and Montana."

This boy's manner of handling the subject shows, I think, two things: 1, That he had been taught faithfully by the oral method; 2. That the oral method alone is not a good

method. His knowledge of geography, as shown by his paper, was not very deficient; but his scholarship was decidedly at a discount, as may be seen in his spelling, his use of capital letters, and his punctuation. These are points of scholarship that can never be acquired from the mere oral recitation method. If I had subjected this lad to an oral examination in geography, he would probably have passed triumphantly; as it was, when his attainments were brought to the touchstone of a written paper, his defects appeared.

The same objection lies against the oral method throughout. Many a person who can "spell" everything in the spelling-book, and who stands the acknowledged champion at spelling bees, if asked to write out a list of not difficult words, will misspell a large proportion of them. This is a fact known to every county and city superintendent. Pupils should be taught to put their knowledge on paper. "The written word" —that is the test of accuracy and scholarship. The oral method is all well enough in combination with the written work; but the teacher who satisfies himself with mere verbal question and answer, who relies on an oral statement alone in recitation, will fail to make scholars of his pupils.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, FEBRUARY, 1887.

E. E. HIGBEE. - - - - J. P. McCASKEY.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

IT is unfortunate that Governor Pattison should have ignored, in his final message to the Legislature, the great work of education in the Commonwealth, the most important interest over which the State exercises supervision. Probably not before during the past fifty years in the history of our Common School System, has such omission occurred in any annual or biennial message from the Chief Executive to the Legislature. It is a matter of great surprise to very many school men throughout the State. True, the Governor has not at any time during his stay of four years at Harrisburg, been in the rooms of the Department of Public Instruction or of Soldiers' Orphan Schools; but he was nevertheless interested in the general work of education, and this conspicuous omission in his biennial message is properly the occasion of much remark. The befogging influence of personal antagonism has often blinded men in high position to an adequate sense of public duty.

IN the list of membership at the Topeka meeting of the National Association held in July last, Pennsylvania stands *third*—Kansas itself being first and Illinois second. Good rank for the Keystone, when we remember that Topeka is so far away! But we must not forget that Pennsylvania ranks second in the Union in her population. In educational efforts and results, does any other State hold place before her? We think not. At the meeting in July next at Chicago, she will also give a good account of herself,

WE take pleasure in calling attention to the musical publications advertised elsewhere in this issue by Messrs. Ditson & Co., of Boston. The musical list of this firm is the most extensive in the United States, and their line of school music books the most varied, thus adapting it to all grades of schools and to the wants of all classes.

IT is gratifying to know that *The Journal* Music Supplement has been so satisfactory. The latest note we have in reference to it is from Supt. Matt Savage of Clearfield, who says, "It is a splendid collection of school songs—just suits us."

GOOD men in the Superintendency are sometimes surprised by their numerous friends among the teachers. Two instances of this kind, noted in our exchanges, we take pleasure in putting on record,—a costly gold watch and chain to Supt. Savage, and a handsome silver tea-service to Supt. Hugus, at the close of their respective County Institutes.

THE Normal School at Millersville, under the principalship of Dr. B. F. Shaub, maintains its old-time reputation as one of the foremost schools in the State. The latest item of special interest we note is their new two-thousand-dollar set of silverware, and the regulation which puts into the large dining hall some forty or fifty tables capable of accommodating ten or twelve persons

each, instead of the longer tables formerly used. The change is found to be an improvement, and the silver speaks for itself.

AMONG our exchanges *Brainard's Musical World*, edited for many years by Prof. Karl Merz, is always welcome. Its generous department of music each month, both vocal and instrumental, is carefully selected; and its editorial, news, and other columns are sustained with ability and unfailing interest. The "educational hints" and "Musical World letters," by the Editor, have long been distinguishing features of this sterling musical monthly. Our readers interested in music will find it a very valuable publication. The subscription price is $1.50; address S. Brainard's Sons, Cleveland, Ohio.

DR. E. E. WHITE is a gentleman well known to our teachers and school officers. His work upon the Institute platform has been of the best, that of a thoughtful instructor of great ability and wide experience, with the safe temper of mind which would "prove all things and hold fast to that which is good." His new field of labor, as Superintendent of the Cincinnati schools, promises to occupy all his time and energies. We are sorry to lose his valuable services in Pennsylvania. In a private letter, of December 31st, he writes as follows:

The Armstrong County Institute closed today, and with it closed my Institute work in Pennsylvania. When I accepted the superintendency of the Cincinnati schools I had engagements for several institutes in your State, and these engagements I have now honored. It is my present purpose to decline future invitations to give institute instruction, believing that I have done my share of this kind of educational work. I have had a royal hearing in the Pennsylvania institutes which I have attended the past three years, and the same was true in the years 1871, 72, 73 and 75. I know of no other State in which there is so much popular interest in the Teachers' Institute. I have found crowded halls everywhere, and this fact has been a severe tax on the instructors. It is a comparatively easy effort to interest and hold the attention of audiences of teachers, while it is not so easy to interest a popular audience in the discussion of a purely professional topic. But I have felt it to be my duty to give such instruction *as would bear fruit in the schools*, and so, in all these years, I have conscientiously hewn to the line. The appreciative interest in my instruction is evidence that I have made no mistake in this view of duty. There has been a most gratifying change in the Pennsylvania institutes since 1870—a change that indicates great progress in school instruction and management.

THE PRINCIPLE INVOLVED.

PERMISSIVE DISTRICT SUPERVISION OF SCHOOLS.

IT is said of that great jurist, John Bannister Gibson—who strikingly illustrated in his own person the truth of my Lord Coke's sententious utterance, "The Law is a deep well out of which every one draweth according to the length of his rope," that, when some cause of unusual difficulty and importance had been argued before him, after running the gauntlet of the ablest judges in the courts below without solving the perplexing enigma, he would turn it over in his mind while walking the street, or pacing the corridor of his hotel, and remark in *sotto voce* soliloquy, "If I could only find a *principle* on which to rest the case, my course would be clear." And he did generally find a principle, in most cases so simple yet profound that to state the case from his independent soundings was to decide it. This incident has an illustrative bearing upon projected measures to enlarge and complete the organic structure of our Common School system; and its application may perhaps furnish safe guidance, upon principle, for the proposed legislation that has that end in view.

In framing the Constitution of the State, and of the United States, the fundamental powers and functions of government were divided into three distinct and independent classes—the legislative, executive, and judicial—now so universally recognized and thoroughly well established, that nobody disputes, or would seek to change them; not so much because they are embodied in the Constitution, as because in the inherent nature of things, the science of government in modern times and on this continent, as applied to commonwealths and the nation, does not admit of any other arrangement. In smaller communities and within narrower limits, the experiment has been tried of uniting all three functions in one governing body; but it has never been a complete success, and for obvious reasons never can be. Our School Boards are no exception to the rule. On the contrary they annually furnish cumulative evidence of the soundness of the principle that requires an executive officer to perform executive duties. They cannot be devolved upon legislative and judicial bodies without a loss of efficiency that almost amounts sometimes to an extinguishment of governmental control; for that is not entitled to the name of government which leaves things at loose

ends, without the personal supervision that the law enjoins, but does not enforce.

The New England "town meeting" of colonial days was a pure democracy, which our present form of government is not and never will be. When our School Boards were created they were the embodiment of a representative democracy, to do for the public, in an organized capacity, what the people in mass meeting assembled could not satisfactorily do for themselves. They became an organized government within the territorial limits of the school district, and in effect a midway compromise between a town meeting and a single executive. Such an organization was supposed in those early days to be sufficient for common school purposes; at any rate, nothing else could be had. And when competent teachers, as was sometimes the case, were elected and left in undisturbed control, the schools did fairly well and children were benefited. But when poor teachers were left to their own devices, alas! for pupils who had no other resource! and a sad thing it is for them at the present day under like circumstances. Better supervision of the schools than most School Boards can give, is undeniably a present and pressing necessity; and it is no reflection upon the School Boards that is so. It arises from the natural want of adaptation of such an organization to the performance of some of the duties enjoined upon them, and which they should be authorized to devolve upon an agent of their own selection specially fitted for such service. Legislators and judges may have colleagues. An executive may have subordinates, but not colleagues. That would destroy the executive principle, and defeat the object of its creation. The caustic attack upon our common school system by Col. D. Brainard Case, of Marietta, at the Allentown meeting of the State Teachers' Association last summer, amounted in substance to a general charge of neglect on the part of the local school authorities, and inefficiency in the performance of the executive branch of their official duties. The remedy is very simple; and if generally applied, nine-tenths of the evils complained of would speedily disappear. It needs no tearing down or uprooting of our school system, in the vain hope of an infallible reconstruction. We need simply to enlarge and strengthen the organization that we have, and the work is done.

Permit the School Boards to elect an accomplished teacher of good business capacity, to serve as their executive agent, and new life will be at once infused into the schools, and Directors relieved of much that is irksome and difficult of performance if left to themselves. This has been done in cities, and in boroughs of not less than 5,000 population. But 95 per cent. of our school districts are yet unprovided for in this regard, and their educational interests suffer in varying degrees, in consequence.

School Boards can safely legislate for the districts, and judicially settle complaints and appeals. But they need *an expert in the art of teaching* to closely supervise the work of instruction in the schools, and to look after and report their varying wants and condition. With such an adjunct to their organization, Directors would become more liberal and heartsome in legislating for the schools, where they find that a progressive policy can be carried out without requiring on their part the personal attention to details which it is not always convenient for them to give.

Now let the Legislature grant the requisite authority, and our schools will gradually enter upon a new era of progress and prosperity, whose influence would rest like a benediction upon school children, and deeply gratify all who are interested in the cause of popular education.

SOLDIERS' ORPHANS REPORT.

THE annual report of the Superintendent of Soldiers' Orphan Schools, together with the reports of the Inspectors and Examiners, for the year ending May 31, 1886, will be found elsewhere in the present issue. The following condensed summary of statistics will be of interest in this connection:

Number of institutions in which there are soldiers' orphans . . .	17
Reduction in No. since beginning.	27
Number of orphans in schools and homes May 31, 1886	2,272
Number admitted on order from June 1, 1885, to June 1, 1886 . .	936
Number of discharges from June 1, 1885, to June 1, 1886	584
Number orders of admission since system went into operation . .	14,601
Number of orphans admitted since system went into operation . . .	13,743
Number of applications on file June 1, 1886	1,342
Number of these approved	746
Cost of system for the past year . .	$329,749 07
Whole ordinary cost of the system since going into operation, as shown by the several annual reports to May 31, 1886	8,265,957 81
Extraordinary expenditures for damages paid by special appropriations	25,395 13
Appropriation made for year ending May 31, 1887	374,588 85

FINANCIAL STATEMENT.

State appropriation for year ending May 31, 1886		$354,337 92
For education, maintenance and clothing	$321,074 07	
For out-door relief	222 50	
For expenses of Department	2,039 84	
For salaries of superintendent, inspectors, and clerks	6,375 00	
For amount covered into treasury	37 66	
		329,749 07
Unexpended balance for year ending May 31, 1886		$24,588 85

DEPARTMENT ACCOUNT.

Amount appropriated		$3,050 00
Amount not drawn		750 00
To amount from State Treasurer		$2,300 00
By amount paid for traveling expenses	$1,236 74	
By amount paid for postage, telegrams, and expressage	352 60	
By amount paid for out-door relief	222 50	
By amount paid for funerals	220 00	
By amount paid for printing	100 00	
By amount paid for transferring pupils	73 00	
By amount paid for miscellaneous expenses	57 50	
		2,262 34
By amount covered into treasury		$37 66

Of the 2,272 children in school May 31, 1886, the fathers of 2,027 were reported as members of some religious denomination, leaving 245 not connected with any church, or not stated. Of the 2,027 children, there are of Methodist parentage, 753; Presbyterian, 290; Lutheran, 243; Protestant (probably not intended to represent any particular denomination), 206; Baptist, 109; Episcopal, 99; Catholic, 87; Reformed, 54; other denominations, 186.

The ages of the 2,272 children in the care of the Department are reported as follows: Four years and under, 6; five years, 16; six years, 38; seven years, 66; eight years, 108; nine years, 186; ten years, 216; eleven years, 285; twelve years, 308; thirteen years, 349; fourteen years, 368; fifteen years, 326.

CASUS BELLI: PROMOTION OF CLERK.

The past year (1886) has been characterized by unusual interest in Orphan School affairs, growing out of the promotion of Mr. Joseph Pomeroy from the financial to the chief clerkship of the Soldiers' Orphans Department at Harrisburg. The discussion, in this connection, of the so-called "investigation" which followed the appointment of Mr. Pomeroy, is deferred for the present. The entire subject is now in the hands of the Legislature. The Superintendent of Soldiers' Orphan Schools has requested the appointment of a committee of inquiry into all matters pertaining to the Soldiers' Orphan Schools, with special reference to the truth or falsity of all charges whatsoever that have been made against them; and, pending such impartial investigation, it seems proper that the subject should not, at this time, be discussed at length in these columns.

GOVERNOR BEAVER ON THE EDUCATIONAL QUESTION.

EXTRACTS FROM INAUGURAL ADDRESS.

OF such importance does Governor Beaver regard the educational interests of the Commonwealth that nearly one-third of his able address upon assuming the duties of Chief Executive of the State, January 18th, is devoted to the discussion of important questions that present themselves to his mind in this connection. We take pleasure in transfering this part of the Inaugural Address to our columns:

INDUSTRIAL EDUCATION.

The question of the reform and enlargement of our educational system is one which should be brought to the attention of the people of the entire Commonwealth, with a view of securing extended discussion and intelligent criticism. It is here introduced, because of its importance, at greater length than would be otherwise desirable or proper. The time was when a system of popular education, under the direction of the Commonwealth, was opposed and bitterly assailed, and its introduction impeded by the masses of our people. The time is now when the demand of the people is in favor of an enlarged educational system, improved educational methods, and more thoroughly competent instruction. Within a short time, on the streets of our principal city, a great procession of its intelligent laboring population, numbering 30,000 or more, bore upon hundreds of transparencies a demand among other things for "education," and this in a city which leads all other localities in the Commonwealth in the efficiency of its school system, in the liberality with which that system is maintained, and in the variety which is introduced into it.

The main fault of our present system, is that it leads directly and inevitably to that

which is abstract, and away from that which is practical. It deals in words and signs, and not with facts and things. The graduate of our average high school, as all experience proves, is educated away from what are called industrial pursuits, and into a fitness for those employments which involve only mental training. In short, the head is developed at the expense of the hand, and we are compelled to rely upon the skilled labor of other countries to fill the most lucrative and important positions which our industrial establishments offer.

The value of mere intellectual training is not underestimated, nor is its importance overlooked. But years of successful experiment in America have demonstrated beyond question, that mind and hand can be developed together as quickly, as fully, and with much better results than can the mind alone. There is no reason why industrial, manual training cannot be engrafted upon our present school system with little expense, with little if any change in the machinery of school management, with no change in our general system of laws relating thereto, and with infinite advantage to our industrial development and to our common weal. Small beginnings have already been made in this direction in some of our larger cities. Such training should become universal wherever a sufficient number of our children and youth are gathered in our schools to insure a proper grading for the purposes of instruction. Pennsylvania, with a school system second to that of no other State in the Union, should not be behind in the introduction of this system of training the hand as well as the mind, which is demanded by many experienced educators, and which is already being introduced by some of our sister States with satisfactory results.

The system here referred to, strange as it may seem, was first introduced in Russia, and its principles brought to the notice of the great mass of our educators in America at the Centennial exhibition of 1876. It deals with the general training of the eye and hand, and does not undertake to fit them for any specific trade or vocation. It imparts a knowledge of the principles of drawing and construction, but does not undertake to put those principles into active operation for immediate practical purposes. The application of these principles to a specific object is better reached through the medium of Trade schools, which, although important and useful in themselves, could scarcely be generally maintained in connection with our common school system; and which, if founded, should be established with reference to the wants of particular localities, by local enterprise, or private charity. This whole question is one of broad significance, and of the utmost importance to our present welfare and future development. It would be well if it could be accorded intelligent and extended discussion in the public press of the State.

TRAINING FOR CITIZENSHIP.

The training of the citizen for the ordinary duties of citizenship would seem to be a matter of such supreme moment in a popular government that it is difficult to account for the fact that instruction upon the subject has never yet found a place in the course of study in our common schools. The science of Civics, as it is now called, is receiving earnest and intelligent attention and discussion at the hands of our educators and intelligent, public-spirited citizens generally. This science, which deals with the duties of the citizen to the State and with the principles of government which underlie those duties, should be taught, at least in its elementary principles, in all our schools. The constitution of the United States, the constitution of our Commonwealth, and the laws which bear upon the rights and duties of citizens as constituent parts of the body politic, can as readily be taught, with as much success and practical results, as arithmetic or any abstract science, or the more practical study of geography.

There is no reason for teaching the physical outlines and features of our country and leaving the principles upon which our government is founded, and in the exercise of which it must be perpetuated, untaught. It would seem that the State in founding a system of education would provide first for the teaching of those principles upon which the State is based, and which must govern the individual citizen in the discharge of his duties as such. The causes which have led to the development of such an abnormal system of education are easily found and understood by those who will give intelligent thought to the subject. We do not now deal with the causes. Here are the facts. What shall be done with them? These are practical questions which appeal to all our people, and challenge the careful thought and best efforts of our wisest legislators.

DESTITUTE CHILDREN, HOMES, ETC.

Closely allied to the education of our young are the care and training of the destitute children of the State. Wisely forbid-

den a place in our almshouses, no adequate provision has been made for their ordinary care and for fitting them for usefulness in life. We cannot afford to found in this country an aristocracy of pauperism. The State must, in self-defense, take the young who are deprived of natural guardians and those of unnatural parents who fail to provide for their offspring, and train them for independent support and usefulness. This is not a question that appeals to philanthropy alone. Prudent forethought and wise economy will expend money and effort in directing the youthful mind and pliant energies of childhood into proper channels; and the result will be self-respecting, intelligent and self-supporting manhood and womanhood. It may be that some legislation on this subject is needed. Just how the question is to be met is not here discussed. The fact is stated, in order that the thought of the people may be turned toward the subject, and its discussion lead to practical results. In such a discussion, however, would it not be well to lead the public mind away from great institutions, with their cumbersome management and labor-saving machinery, to such a simple and inexpensive organization as will approach the home, and will exact from the inmates the discharge of the ordinary every-day duties which are performed by the children in the average homes of our people; or, better, to hearty co-operation in such organizations as seek out the destitute and provide real homes in families where they will be reared and educated for future usefulness?

What of our children and youth who through the neglect or avarice of unnatural parents or their own waywardness fail to take advantage of the facilities for educational training which are offered them in every school district of the Commonwealth? The State cannot afford to allow her children to grow up in ignorance or idleness, or both. Self-preservation again asserts itself and insists that every child born and reared within the limits of the Commonwealth must be trained for usefulness and for bearing its full share of the burdens and discharging its full share of the duties of citizenship. How shall this be done? Is compulsory education feasible? If so, under what conditions and limitations? The question is merely stated. The people must deal with it and instruct their representatives in regard to it. What of the neglected class, already beyond the limits of childhood, which has fallen into the commission of misdemeanor and crime? Reformation, not punishment for the mere sake of punishment, is the true interest of the State. Our House of Refuge and Reform School provide, in a measure, for the very young. What shall we do with that large class, a little older, who are to be saved for the State and the future and for usefulness and happiness? A reformatory, a place for training, a place for educating them out of themselves and into something better and nobler, is being prepared. How shall it be organized? Let public thought and public discussion turn to this question, and, in the light of what has been accomplished elsewhere, let Pennsylvania take her stand in the front rank of reform on this subject.

HALF-EDUCATED COLLEGIANS.

IN October last, whilst visiting the western part of the State, Hon. James G. Blaine addressed the students of Washington and Jefferson College, at Washington, Pa., his old Alma Mater, where he was graduated thirty-nine years ago. In the newspaper report of his remarks, we find the following timely and significant hints with regard to elementary education:

What distinguished the students at Washington at that time, and I hope distinguishes them now, and I am sorry to say has not distinguished all colleges I know of, was an accurate knowledge of the primary elementary branches of education. I was not long since conversing with an eminent lawyer on some of the defects of modern education. He remarked that when a student of law came to him the first thing he did was to hand him a book and say: "Read that to me." "I find," said he, "a large proportion to be poor elocutionists. They do not read properly, have no expression or force. I next ask him to give me the boundaries of each State; then I take an old spelling-book I have kept for fifty years [laughter] and I try him from 'barefoot' to 'ambiguity'—the two best columns [laughter], and I am very apt to find he makes a considerable number of errors. In our preparation here I think we were drilled in reading, in spelling, in geography, and in English Grammar. I am sorry to say that a very great many modern college graduates do not spell with absolute accuracy, could not bound the United States with absolute accuracy, could not take a blackboard and draw a map of the United States, fix the latitude and longitude upon it, and bound each State. That is a very good exercise; suppose you try it. [Laughter.] Do that on the blackboard once or twice, and you will never forget it. It is an exercise in which many of us were expert in this college thirty-five and forty years ago.

Ever since the establishment of the county superintendency in our State in 1854, that

gave us an official standard by which to gauge the qualifications of applicants for teachers' certificates, there has been, especially at the outset and measurably so to this day, hostility to that important and laborious office—of vast capabilities for usefulness when efficiently and ably filled—and captious criticism and clamor, because college students and graduates were not taken at their own estimate when seeking employment as teachers in the common schools. They often found themselves unable to pass the ordeal when interrogated by intelligent examiners as to their knowledge of the common school branches, and their ability to teach them. The uneducated who could hardly write their own names, and college students and graduates who imagined that they knew everything, made common cause against the new and stronger bars that were put up to keep them out of common school pastures where before they could browse almost at pleasure; and their combined influence and pertinacity in misleading prejudiced public sentiment, and multiplying petitions to the Legislature to abolish the new county office and restore the old slipshod order of things, were formidable enough to be annoying; and it required no little watchfulness and diplomatic tact and influence to checkmate and defeat them. They were often so misinformed, and realized so little the narrowness of their own mental horizon, as not to suspect, even, that their most pointed accusations against county superintendents were the strongest testimonials that could be furnished to justify the office, and vindicate the incumbents whom they assailed.

Not very long ago, in discussing examinations and certificates, we were driven, reluctantly, but in justice to common school interests, to admit the strange ignorance on the part of undergraduates and alumni of colleges, of the common elementary branches of an English education, as revealed at teachers' examinations—and casually at teachers' institutes also, where common school teachers sometimes have a quiet laugh in their sleeves at the "misapprehensions," to phrase it mildly, of "liberally educated" gentlemen with regard to many of the common school branches that ought to be the common property of everybody who pretends to be educated at all. This was not relished in collegiate circles, although we had not exceeded our jurisdiction and duty in this respect, but limited our comments to those—the smaller number we hoped—who thus exposed their real educational status by voluntary, but, to them, disconcerting contact with critical though generous and judicially honest common school agencies.

But now, at an unexpected moment, Mr. Blaine steps into the arena with authoritative testimony, the result of his continental knowledge of men in public and in private life, that sweeps the entire educational field, and leaves small margin for dissent or escape from his conclusions. He does not mince matters or stand upon ceremony, but with outspoken frankness proclaims the truth that not a few only, but "a very great many modern college graduates" are wofully deficient in elementary branches that lie at the very foundation of all education! And he is undoubtedly right.

Now what is the meaning and moral of all this? And what should be the outcome of such unwelcome but necessary exposures? Clearly this: That the common schools, "the people's colleges," as they are sometimes called, have done an elementary work that, willingly or otherwise, justly commands the respect of other institutions of learning, large and small, and challenges them to a comparison of results in their respective spheres of action; and, second, that disparagement and jealousy of the graded and enlarging common schools on the part of colleges should in the light of their own interests and future reputation and prosperity, give place to friendly sympathy and co-operation, and the colleges and common schools be linked together in the common bonds of a common cause, the symmetrical education and thorough mental training of the youth of the land, so far as they can avail themselves of the successive opportunities afforded.

The common schools are logically the natural feeders of the colleges, and college authorities should recognize that fact and welcome the service. The common schools are not going down. They have come to stay. They are of, and for, and by the people, and will grow with their growth and expand in usefulness with the prosperity of the Commonwealth.

In lifting the great mass of the rising generation into the auroral light of mental culture, the larger the aggregate number of youthful minds thus awakened the larger will be the percentage of those who will want to go higher and drink deeper of the fountains of learning that satisfy as well as attract. The colleges, too, have a work to do of the highest importance to the nation's future—girding their loins and bending their

energies to breadth and thoroughness of results, that will anchor them in the public confidence, and bring to their halls increased numbers of those who are inspired by genuine intellectual thirst, and will therefore come prepared and able to profit by and appreciate the wealth of learning in store for them.

The class of collegians to which Mr. Blaine alludes, are not those who have stepped into college classes from well-administered common schools. The responsibility for their defective early education belongs elsewhere, and the blame falls outside of common school training and discipline. Aspirants for college honors who would worthily wear them, without an Achilles heel of vulnerability to betray them when least desired, will find the impartial drilling of good common schools the best preliminary training for the arduous tasks that, further on, await them.

Even at this late day the community at large has not passed out of the mist of confused and misleading ideas that are all too prevalent with regard to the real scope and purport of the term "education," and the relative estimate to be placed upon the different stages of the gradual process by which, if followed up, the human animal, as it grows from infancy to maturity, is trained and moulded into the highest capacity for usefulness that its natural brain power and physical constitution will permit. Instead of viewing it in its true light as a development, that follows the years and keeps pace with the physical growth of the pupil, it seems to be regarded by many unlettered but ambitious parents, and by youth of both sexes not well enough informed to know better, as an eclectic sort of patch-work that can be put on in spots at pleasure without reference to antecedents or conditions, or a mental bill of fare that crams with dessert to the exclusion of substantials.

Pitiable results, in more ways than one, too often flow from these crude notions with regard to the real nature of mind, and the proper methods and rational objects of mental culture. The true successive stages in general education, omitting specialities, are so simple as to be self-evident, and follow each other in consecutive, logical order that does not mislead and no one can misapprehend, viz., the primary school, the grammar school, the high school, the college, and the university—using these terms to indicate the range of studies, whether those of the first three grades be pursued in the common schools or in private institutions, What sense would there be in a pupil entering a grammar school without previous primary instruction, or a high school without some adequate knowledge of grammar school branches; and where would be the gain to the pupil? Is it any more judicious or profitable for young men to rush into college classes whilst ignorant of the rudiments, and untrained in the elementary branches of study that are a condition precedent to good college work? And what benefit is it to the colleges and their reputation to be obliged to receive, and stand sponsor for such unfledged aspirants for parchment honors that cannot hide deficiences that must betray the holder in spite of himself, when his acquirements, or lack of them, are put to a crucial test in the struggles and rivalries of real life?

It is a satisfaction to know that, in the good providence of God, the times are ripe for something like a revolution in public sentiment on these points, that will benefit both the common schools and the higher institutions of learning; leading to a better understanding of their own rightful status, that will bring them into truer relations with each other. We are in the midst of the disturbing activities of a wonderful transition period, and the educational world cannot, if it would, escape its influence and responsibilities.

NATIONAL EDUCATIONAL EXPOSITION.

IN connection with the meeting of the National Educational Association at Chicago, July 7th to 16th, 1887, arrangements are making for an exposition, on a large scale, of school work of all grades, school furniture and apparatus, school books, and school supplies generally. It is designed to be a very comprehensive display. Three large halls have already been engaged for the exclusive use of the exposition. We trust that our Pennsylvania superintendents and Normal school principals will not permit the occasion to pass without such representation as shall be representative and creditable to the land of Penn. A general response from these officials throughout the country will insure a most suggestive school exhibit, whose influence will long be felt in all directions. The following circular gives such information as can be given at this early day, both as to the plan and purpose of the exposition:

The officers of the National Educational

Association have thought it desirable to hold an educational exposition in connection with the next (1887) meeting of the Association. The display will comprise a main exhibition and an annex, as follows:

Main Exhibition.—1.—General School Work, in all grades; including State Exhibits. A. R. Sabin, Supt., Franklin School, Chicago. 2.—Kindergarten Exhibits—with processes. W. N. Hailmann, Supt., LaPorte, Indiana. 3.—Industrial Exhibit—including work by the defective classes; with processes. H. H. Belfield, Supt., Manual Training School, 12th and Michigan Avenue, Chicago. 4.—Art Exhibit. W. S. Perry, Supt., Worcester, Mass. 5.—Miscellaneous.

Annex.—1.—Exhibit of School Furniture, Apparatus and Supplies. Leslie Lewis, Supt., Hyde Park, Illinois. 2.—Exhibit of School Books. O. S. Cook, Supt., 74 Byrant Avenue, Chicago. 3.—School Architecture—including models, plans and elevations, and schemes for heating and ventilating. Alfred Kirk, Moseley, School, Chicago. 4.—Miscellaneous.

This general plan is subject to modification on further consultation. The director asks that each person who receives this circular will at once interest himself in this matter, and do all in his power to make this exhibition national, instructive and complete. State Superintendents will please lay this matter *at once* before county aud city officials, that ample time may be secured for preparing exhibits which shall be thoroughly creditable to the State and to the several localities. Whenever possible the Legislatures should be asked to provide means for ensuring the best possible representation. Presidents of the various Technical and Art Schools, and workers in Kindergartens and in other special lines, are urged to take advantage of this unusual opportunity for exhibiting their processes and results. The educational press is asked to notice this movement, and lend us the full weight of its influence. The general press is requested to give this practical demonstration of the value of our school system its cordial support. It is hoped that manufacturers and dealers will see the advantage of very complete representation in the Annex. Ample space will be provided. The usual concessions will be made in freight and express rates, of which more definite information will be given in a later circular. The exposition will open early enough to give ample time for a careful *study* of the varions exhibits. The educational effects of time spent in this way must be most marked and beneficial. The attendance will doubtless be from ten to fifteen thousand. Correspondence should be, as far as possible, specific; and addressed to the Superintendent of the Department in which the proposed exhibit will appear. All general correspondence should be addressed to ALBERT G. LANE, Director National Educational Exposition, Chicago, Illinois.

The meeting of our own State Association at Clearfield falling upon July 5th, 6th and 7th, will afford opportunity for those attending its sessions to visit Niagara Falls for a day or two after adjournment and reach Chicago about July 9th or 10th. The rates of fare will, no doubt, be greatly reduced, and many persons will make their vacation trip include both Associations, with Niagara sandwiched between them—a pleasant prospect for the summer holidays.

OBITUARY.

SUPT. C. D. ARIRD, WARREN.

CLEMONS DAVID ARIRD was born November 23, 1849, in Sugar Grove township, Warren county, and was the son of Joseph and Ann Arird. When old enough Clemons began his education in the district school, and afterwards attended the Sugar Grove Union School, and Youngsville Union School. He then entered the Jamestown Union School and Collegiate Institute, from which he graduated with honors. During the time that he was gaining his education he worked during vacations in order to obtain funds to carry him through the ensuing terms. He was therefore practically self-educated. After graduating at Jamestown, he took a course of instruction at the Chautauqua University, and began his career as a school teacher. He was, in turn, principal of the Farmington, Irvineton, Russel and Sheffield schools and in all of these positions proved himself a thorough and competent instructor. In May, 1881, he was elected to the position of County Superintendent of Public Instruction, and at the expiration of his term of office, two years ago, he was re-elected; his second term would have expired next May. On November 8, 1882, he was married to Miss Emma T. Axtell, of Youngsville. One child, Ethel, was born to Mr. and Mrs. Arird. On December 9th, the child died of typhoid fever, and soon afterwards Mr. Arird, who had been devoting himself night and day to the care of his child, was himself stricken with the disease, which terminated fatally on Tuesday, January 4th. Mr. Arird was universally beloved by those who knew him. He was kind and generous, always ready to deny himself for the comfort of others. He was a capable public officer, and his loss will be deeply felt throughout the county. He was a member of the Masonic Lodge of Sugar Grove, and of the Ancient Order of United Workmen at Lander. He was buried at Youngsville, Thursday afternoon, Revs. Douglass and Hall conducting the services. The attendance was very large, many from Warren and other towns being present. Teachers from all parts of the county were there to pay the last tribute of respect to their friend, and the expressions of sorrow heard on all sides bore ample testimony to the respect and affection in which the deceased was held, not alone by his neighbors and family, but by all with whom he had come into contact in the discharge of his varied duties.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, February, 1887.

THOMAS W. ARIRD, Principal of the Glade school, Warren county, has been appointed by the Superintendent of Public Instruction for the unexpired term, to succeed his brother, C. D. Arird, late Superintendent of Warren county. His address is Warren, Pa.

SOLDIERS' ORPHAN SCHOOLS.

ANNUAL REPORT OF THE SUPERINTENDENT OF SOLDIERS' ORPHANS, FOR THE YEAR ENDING MAY 31, A. D. 1886.

TO ROBERT E. PATTISON, *Governor of the Commonwealth of Pennsylvania.*

Sir: As required by law, the Superintendent of Soldiers' Orphans respectfully submits the following report for the year ending May 31, A. D. 1886:

Number of Schools and Children.—The same schools have been in operation as during the preceding year. The number of children on the departmental records, May 31, 1886, is two thousand two hundred and seventy-two (2,272). This is an increase during the year of three hundred and forty-one (341). The number of applications on file June 1, 1886, is one thousand three hundred and forty-two (1,342), and of these the number approved is seven hundred and forty-six (746).

Cost of System.—Amount of appropriation including surplus from preceding year, three hundred and fifty-four thousand three hundred and thirty-seven dollars and ninety-two cents ($354,337.92). Expenditures for the year, three hundred and twenty-nine thousand seven hundred and forty-nine dollars and seven cents ($329,749.07). Amount to credit of the Department for the year, twenty-four thousand five hundred and eighty-eight dollars and eighty-five cents ($24,588.85).

General Condition of the Schools.—Educationally, the progress of the schools has been remarkably good. I have thoroughly examined each school during the year, and have been assisted in this work by educators of high repute, and the results of these examinations have proved very satisfactory.

From a sanitary point point of view, the schools seem to be in good condition. There has been no epidemic during the year, and but very little sickness. From the annexed carefully-prepared table (see folio 14), it can be seen that the rate of mortality in these present schools, from their foundation, has been very low. The average death-rate of the advanced schools has been only five and one-eighth per 1,000 over against the established average for ordinary life at the same period of age, which is, according to the best authority, between seven and seven and one-half per thousand. The food, according to the reports we have received from frequent inspection, is good in quality and sufficient in quantity, The clothing has been sufficient, and, in the main, fully in accordance with the regulations of the Department. Indeed, the schools have furnished clothing to the amount of four thousand three hundred and thirty-six dollars and ninety cents ($4,336.90) in excess of what the law requires.

Inspection and Examinations.—By reference to the appended reports of the inspectors, Mrs. E. E. Hutter and Rev. John W. Sayers, it will be seen that they have endeavored to do their duty. It is a difficult task, and one which requires firmness joined with that prudence which is gained by long experience. I have been satisfied with their work and have very promptly acted upon their suggestions, when approved by my own judgment. General Louis Wagner's report is also appended: but as it has just been received, and suggests some radical changes, which can only be made by the Legislature, there has been no time to give it such consideration as would be required for special mention in this connection.

The annual examinations were more largely attended by witnessing visitors than ever before. I personally conducted all of them, with but one exception, and can say, without hesitation, that the schools, in an educational point in view, reflect great credit upon their teachers. My judgment in this matter has been confirmed by some of the best educators of this Commonwealth.

In regard to instruction in the industrial arts, I can only repeat what I have said in former reports, viz.: That a large appropriation will be required to maintain such instruction that it may be at all effective. The majority of the schools are distant from any towns, and would require tools, machinery, work-shops, and material to carry forward such special training. I had hoped that the schools might be consolidated, and means secured to make them, when thus consolidated, industrial schools of a high order; but in the uncertainty of their continuance, as the law has closed them several times and reopened them again, I have endeavored in vain to overcome the objections and discouragements which have thus far met every effort. Since, as the law now stands, the schools will soon be discontinued, there is but little ground to suppose that any enlarged appropriation can be secured to carry forward industrial schools in which technical pursuits can be practically enforced.

The present effort to engraft on our system of common schools specific training in the way of industrial arts, meets with my approval only in so far as there may be pedagogical aid in manual training. To attempt to make tradesmen of the young in our schools will, in my judgment, defeat the very end of a common-school education. But in view of the fact that the Soldiers' Orphan Schools were already specific in their character, I have endeavored to open the way for such training in them as the law had in view, but my efforts came too late in their history to accomplish the work.

Future of the Schools.—By law, all admis-

sions cease June 1, 1887, and the schools themselves close June 1, 1890. In view of recent investigations, which have necessitated new regulations (the old regulations not proving satisfactory to yourself), and in view of your desire that definite written contracts be made with the various schools, I have refrained from admitting any children into the schools since March 1, 1886, with the design, however, of opening admissions as soon as approved regulations and satisfactory contracts are agreed upon.

Appropriation Needed.—In consequence of refusing admissions, as above stated, there are at this date (August 1), eight hundred approved applications on file. When these applicants, now pressing for admission, are placed in the schools, these schools will be filled, and the same appropriation will be needed for the two years beginning June 1, 1887, as for the two preceding years, viz.: $350,000 for each year.

Reports and Statistics.—Special attention is called to the appended reports from the various schools, and the statistical tables, which have been made as specific as possible.

E. E. HIGBEE, *Superintendent.*

THE REPORTS OF THE INSPECTORS.

REPORT OF MRS. E. E. HUTTER.

To E. E. HIGBEE, *Superintendent of Soldiers' Orphan Schools:*

DEAR SIR: It affords me pleasure to present to you my nineteenth annual report as Inspector and Examiner of Soldiers' Orphan Schools.

Visitations.—During all these years, I have regularly visited the schools four (4) times a year, and, in case of many of the schools, my visits have been very much more frequent. Whenever a condition of sickness, or any other disaster, required immediate attention, I at once set out to investigate the case, such as the fire at Titusville, Philipsburg, and Jacksonville, reaching the schools while the fire was still smoldering. In case of epidemics in the schools, I visited them at once, and remained for several days, fearless of the contagion, in discharge of my duty. I might mention here the instance in which the Mansfield school was visited by diphtheria, and the school at McAllisterville, where, at one time, there were eighty (80) cases of typhoid fever, and Harford, with two-thirds of the scholars sick with the same disease—the fever and diphtheria, in both instances, being a malignant epidemic in the neighborhood—also the White Hall and Mercer schools, where they had the typhoid fever. I am glad that these epidemics did not occur all in the same year. I have made many hasty journeys, in cases of emergencies, to look after the comforts of my dear boys and girls, in sickness and health, not shirking duty, let the disease be what it might.

Moral and Religious Training: Not Sectarian.—In *all* the schools, grace is said at the table, also evening and morning worship, consisting of the reading of the Bible, singing, accompanied by the organ, and prayer. Sabbath-school is regularly held, and preaching in the schools, when the weather is too inclement, or the distance too great, for the children to attend divine service at a neighboring church. In this connection, I take the liberty to quote from my published report of 1869, under the caption of *Moral and Religious Status.* "Due attention is, therefore, also paid to their religious state, that they grow not up in ignorance of God and of the truths of the Bible. Denominational and sectarian differences are avoided, but the cardinal, central doctrine of our holy Christianity, that salvation comes by Jesus Christ, and the duty of leading a holy life here as essential to a life of future blessedness, are insisted on. Here are truths common to all believers, essential and necessary to be believed and practiced by all. At the same time, I ever regard it a duty to recommend the transfer of children of Roman Catholic antecedents, whom I find in schools other than their own, to the institutions of that church, which is always promptly and cheerfully done."

Also, from my published report of 1870, page 33, in which I insisted upon the establishment of an advanced school of the Roman Catholic church, which I here quote: "*Roman Catholic Children.*—From my first connection with the Soldiers' Orphan Schools, with the hearty concurrence of the General Superintendent, I took the ground that, as an act of common justice and fairness, the children of Roman Catholic parents, the fathers having fallen in battle or died of diseases contracted in the service, should be placed in institutions of their own church. A number of such children were discovered in other schools and homes, and they were, accordingly, transferred. It has been found difficult, however, to concentrate this class of children, for want of a large advanced school, as the object is not simply to place them in benevolent asylums, but to afford them the best educational facilities. During the current year, I had several conferences with Bishop Wood on this subject, as had, also, the General Superintendent, and these have resulted in the selection of The Industrial School of the Immaculate Conception, Fortieth and Pine streets, West Philadelphia, as affording all the needful advantages of an advanced school for girls, and soon after twenty-six (26) girls were transferred here from Pittsburgh, Pa., under the supervision of their kind friends, James P. Barr, Esq., editor of the Pittsburgh *Post*, and Miss Mary Stafford. St. Vincent's College, in Westmoreland county, serves as an advanced school for boys, which two institutions supply the most approved educational advantages for Roman Catholic children of both sexes. A number of children of this religious faith are scattered through their charitable homes, and these, it is to be hoped, will be transferred to one or the other of the above-named advanced schools as fast as they attain to the age when such transfer is proper and desirable."

Educational Advantages.—The educational advantages enjoyed by the pupils in these schools is above that afforded in the average schools of like grade. The teachers are edu-

cated Christian men and women, most of them graduates of some of our normal schools and seminaries. The work of educating the wards of the State has not been committed to ignorant men and women, but to conscientious educators. The annual examinations of these schools, in the presence of and by educational experts, have been occasions when hundreds of visitors were gathered to witness the proficiency attained by these children in all the branches of English education, which brought the highest praise and commendation.

Food.—The food in all the schools has been found good, plain, substantial, and well cooked, the bread sweet and wholesome, the service clean and neat, table-cloths white, and in two of the schools silver-plated spoons, knives and forks, also individual butter-plates.

Beds and Bedding.—The beds are filled with clean straw, which is frequently replenished in order to keep them clean and free from disease; two sheets on every bed, changed once or twice a week, with plenty of blankets and white spreads.

Clothing.—The boys and girls are all dressed comfortably, the boys wearing a blue uniform, with State buttons, and cap to match. The girls' uniform dress is either cloth, cashmere, or flannel for winter, with coat and hat, and for summer either a white, seersucker, or thin woollen material, with a summer hat, and all the rest of wearing apparel to correspond. In making my inspections, which were *very close*, I found that all the children received, in clothing, one-sixth of all that was paid for them, and that a number of the principals gave the children more than was due them.

Buildings.—The buildings, with a few exceptions, are old, but the principals strive to keep them in good repair. As the years roll on, the task becomes a more and more difficult one, and as the Soldiers' Orphan Schools have at no time had a permanent existence, the repairs have not been made as substantial as would have been done otherwise.

Corporal Punishment,—In nearly all of my nineteen (19) years' reports, I have dwelt particularly upon the barbarous use of the rod, of which I have a perfect horror, and have insisted upon the kind and humane treatment of all these children. I again reiterate that I am opposed to corporal punishment. Whatever opinions others may hold on this subject, for myself I am fully persuaded that the application of the rod, especially to delicate and defenceless girls, is a custom "more honored in the breach than in the observance." To my mind, few spectacles, if any, are more revolting than to see a robust, able-bodied, full-grown man or woman, whip in hand, inflicting lashes on children. The girls it never fails, aside from the physical pain, to degrade and disgust, and the rebellious boys it only serves to render more rebellious. The system of whipping is, withal, unmanly, for it is inflicted on those who have no power of resistance, and who could not be expected to exercise it if they had.

Industrial.—I have always considered the industrial department of our schools to be of vital importance, and practical industry has been conscientiously imparted to all these orphans, for our boys and girls are obliged to depend upon their own industry when leaving the schools. The mistaken idea that manual labor is not respectable, which has, unfortunately, made great headway even upon very young boys and girls, has been quite a task to eradicate; but I am pleased to say that one of the encouraging signs of the times is, that men of wealth and position are putting their sons to trades. Trades are not as extensively taught in our schools as I should like to have them. I consider the mechanics and farmers the bone and sinew of our country. Our boys and girls are now appreciating the importance of an industrial education. Six hours per day are allotted to the educational work, two to manual labor, and the rest for out-door exercise, games, etc. Most sedulously have I always insisted against the reversal of these figures, for in our soldiers' orphan schools, a proper division of time is of paramount importance. I always inspected the progress the girls made from time to time in sewing, such as making their own clothing, mending, crocheting, and fancy needlework, as also the practical duties of housekeeping; these essential elements of the female character on which their future welfare and usefulness so largely depend. I have always seen that their conversation and demeanor habitually are such as become boys and girls fast growing into manhood and womanhood, and, by personal appeals, made separately and *en masse*, have sought to impress upon them the importance of aiming at a high standard of excellence.

Military Drill.—The military drill has somewhat improved. I consider this of great importance, as it is certainly a help to discipline, and promotes physical strength.

Sanitary Condition.—The health of the children has been good. Among all the schools, few cases of sickness or death have occurred, not any epidemics. To the regular habits enforced in our schools, as to the ventilation, also cleanliness in house surroundings, beds, bedding, clothing, person, and good food well cooked, we attribute the rarity of epidemics. Dirt breeds disease, and had this been allowed, the health of the children would not be as it has been. The schools have never been in a better condition than during the last year.

Grand Army of the Republic.—The disinterested work of this noble organization for the children of their fallen and disabled comrades is truly beautiful. The more I see of their efforts, the more I am convinced of the good they are doing. The children of their fallen comrades do feel towards them that love and confidence which they are wont to bestow upon the brothers of their fathers, and as they are not slow to find out their true friends, these boys and girls look upon the Grand Army as natural guardians, and recognize them as such. I am certain that if any wrongs existed in the schools, they would have discovered them long ere this. We are thankful such an organization exists as the Grand Army of the Republic. May their good work continue as long as there is a child of a brave soldier to be cared for.

The Result of the Work.—The fifteen thousand (15,000) boys and girls that have been reared and educated in the soldiers' orphan schools are a credit and an honor to the State. They are proud that they have been reared in our soldiers' orphan schools. As an evidence of this, the "sixteeners" have formed themselves into a permanent organization, and are perpetuating the many sweet ties that have bound them together in their school-days, as well as to assist each other in the making of an honorable record for honesty, industry, and patriotism in the land that gave them birth, and succored them in their days of need; and I am sure that you will not find more high-toned, honorable Christian men and women anywhere in that number, than among our soldiers' orphans.

Congratulations.—I congratulate you, Doctor Higbee, on the success that has thus far crowned your administration of the schools. "Peace has its triumphs no less than war," and this is one of them. Hitherto, the smiles of a benignant Providence have rested on your very faithful labors, and it admits of no doubt that still nobler results will reward your unwearied devotion to this patriotic and philanthropic work. I have faith in God, and faith also in the people. He, the "giver of every good and perfect gift," cannot but regard these schools with special favor, and reward you for your fidelity; and they, the people, demand nothing more for continuance of their most substantial good-will than the assurance that the money appropriated to their support is being wisely and faithfully expended. I return my sincere thanks to you for your many acts of personal kindness to me, and your appreciation of my work.

A Final Word.—When it is remembered that these schools are located all over the State, some fifteen and twenty miles from a railway station, over rough and mountainous roads, and the thousands of miles traveled each year, you will know it was only heartfelt love which enabled me to do the work. I can truly affirm, that I cherish for all these soldiers' children the warmest love, and will never cease to feel the deepest interest in their welfare. I have now learned to know them, am familiar with their history, and feel bound to them by the tenderest ties, and know that they love me. Many of the fathers it was my privilege to have met during the war, at City Point and Shenandoah Valley, whilst they were there serving in the army, and, after the battle of Gettysburg, it was my melancholy office there, to close the eyes of not a few of them in death. Their last prayers to God were breathed out in behalf of the children they left at home, and an unspeakable consolation to them was it to be assured by our noble War Governor, Andrew G. Curtin, and myself, that they would unquestionably be well cared for. This assurance the State has made good, and Andrew G. Curtin, has been faithful to his pledge. A brighter jewel our State boasts not in her crown of honor. I have the consolation of reflecting that during these nineteen (19) years devoted to this service, I have conscientiously endeavored to perform my duty, and the humble part I have taken in this, the grandest beneficence of our Christian civilization, will always be remembered by me with feelings of special gratification and pride.

ELIZABETH E. HUTTER,
Inspector and Examiner.

REPORT OF REV. JOHN W. SAYERS.

TO E. E. HIGBEE, *Superintendent of Soldiers' Orphan Schools.*

SIR: I have the honor to submit to you my final report as Inspector of the Soldiers' Orphan Schools.

During the year my visitations have been made, and my duties performed, in strict accordance with the requirements of my appointment. I have carefully investigated all the details of management, and where facts were not approved, I have, by personal examination, sought information from all proper sources.

Health.—In my opinion, the health of the schools is remarkably good. The mortality lists, as compared with aggregations of children in other institutions, have been proportionately small. Since the opening of these schools, more than 13,000 children have been admitted, all of them below the age of sixteen years, and, although embracing a period of life in which the death roll is always large, yet up to the period at which my duties ceased, there were but 329 deaths. This includes all the mortality by epidemics, which, as I am informed by neighboring physicians, have been less violent in the schools than in the families of the immediate neighborhood, which is excellent proof that proper sanitary measures have not been overlooked.

In many cases, children have been admitted to the schools with hereditary tendencies to such forms of diseases as grow out of a long course of unphysiological methods of living. In some instances, these diseases have been in an advanced stage of development, but that such diseases have, from any neglect, been suffered through the schools, as the report of His Excellency, the Governor, would seem to imply, I most positively disaffirm. This I do, not only upon the evidence of my own repeated examination, but upon the testimony of both nurses and physicians in attendance upon the schools, and from neighboring doctors who have frequently visited the schools.

Buildings.—The buildings occupied by most of the schools, although originally erected for school purposes, are without many of the appliances which contribute to the comfort and convenience of the pupils. Some of them have been among the most celebrated academies of the past, but were built before school architecture had attained its present degree of excellence; although answering the purpose of a past generation, they were but old structures twenty years ago, and though remodeled and repaired, and even improved in their adaptation, they are still far below the standard of modern requirements, but they have, nevertheless, answered the purposes of their present temporary use.

Clothing.—The clothing is good, and has always been sufficient, with here and there an exception, always accounted for when explanation was required. The same differences exist among boys as among men, and are followed by the same results. In other words, some boys are more destructive than others, and the regulation supply is not sufficient for them. In my judgment, no stipulated amount should be fixed and adhered to as an inflexible rule, the absolute comfort of the pupil being the criterion.

Food.—The food is plain but good, substantial and sufficient, such as robust health demands. I have inspected the tables at meal times, I have looked into the larders and kitchens, and have inquired of those in charge of the culinary department, and so far as careful investigation could gather the facts, I have discovered no abuse in this department.

Education.—I can only report upon this point what I have said heretofore. The schools will compare favorably with any others of their grade in the country. They are, of course, not all alike; they differ as schools of equal grade differ everywhere. Each one must be judged by itself. The least efficient must not form a criterion by which the rest may be condemned, nor must the most excellent establish a standard by which the others can be judged. Each must stand upon its merits; and, measured by this rule, all will pass inspection, whilst the best will be entitled to special regard. It is not necessary for me to designate these distinctions by the names of the particular schools. The facts are known to you from my repeated verbal reports, and the schools have from time to time received from you the commendations to which they are respectively entitled. I have visited many public and private schools, and speak advisedly when I say the orphan schools will not suffer by comparison. The teachers are among the best in the State. They possess all the qualifications required for teaching in our public schools. Many of them are graduates of our best academies of learning, and were experienced teachers before entering these schools. A majority of these teachers have certificates of proficiency, such as are regarded as sufficient passport to any of our public schools. From an individual acquaintance with most of the teachers and their methods, and also from personal observation and examination in the school-room, I speak from the most convincing evidence when I say that, with scarcely an exception, the teachers have performed their duties with a conscientious earnestness entirely worthy of their calling.

In mechanical and agricultural pursuits, it is impossible to give any extended instruction to boys under the age of sixteen years. The law never contemplated that they should go out full-fledged mechanics and farmers. It is of more importance to them to lay deep and firm the foundations of knowledge, so that as the years roll on they may build as high and as broad as circumstances and individual energies will enable them. To this end these teachers have worked faithfully and hard, and should receive our commendation. It would be grossly unjust to bestow censure where praise is merited, or to condemn the whole because a part has not measured up to the standard.

In former reports, I have suggested closer attention to military drill. Nothing so much as this contributes to good discipline and manly bearing; outside of this it may not have much significance. It will not assist the scholars in securing a living, and it is to be hoped that such knowledge will never be called for in the field.

Moral and Religious Instruction.—As a rule, the schools have regular religious exercises. They have preaching services, and are regularly organized into Sunday schools. In cases where neighboring churches are attended, I have requested that during inclement winter weather, because of the danger to health, the scholars should not be required to attend. Paid chaplains have not been employed, and the preaching has been a voluntary service always willingly rendered. The ministers have been accredited preachers of their respective denominations. I have written testimonials from all the schools, which you have already seen, showing the number of these services, the names of the officiating ministers, and the denominations to which they belong. From the high religious and moral character of the teachers, it is not possible that this important feature of instruction would be neglected.

Notwithstanding the recent controversy, my confidence in both teachers and schools remains unchanged.

During the year prior to the investigation, there were few complaints of any sort. Since that time they have largely multiplied, to the prejudice and injury of the schools. I believe that great harm has been done, and the usefulness of the schools largely impaired. Discipline has been interfered with, and the proper control of the scholars has been rendered very difficult.

I am much surprised at the hasty judgment of the Chief Executive of the Commonwealth, founded, as it has been, more largely upon *ex-parte* testimony than upon a careful consideration of the evidence from both sides.

However much it may reflect upon the management of the schools, it reflects still more upon his own official neglect. Had he acquainted himself earlier with the law, and his duties under it, he could undoubtedly have prevented the great wrongs which he alleges to have been committed. In December, 1883, I had the honor, with yourself, of being accompanied by him in my visits to several of the schools. He not only saw no reason for rebuke at that time, but everywhere expressed his satisfaction, and spoke many words of encouraging commendation.

If the schools were badly conducted, it could have been discovered then as easily as in March last, when the Mount Joy school was certainly much improved over his visit in December, 1883.

I have repeatedly requested his company upon my tour of inspection, and have as often proposed to carry out any plan he might sug-

gest. I have never received from him any instruction further than "both sheets of the beds should be changed weekly," and this has been done. In my rounds of inspection I frequently found that which did not meet my approval, and in every instance I sought, by proper measures, to have the irregularity corrected. In such cases, I never regarded it as any part of my duty to make public every unclean sheet or soiled pillow-case that came under my notice; but where censure is diligently sought for, it is more easily found than truth.

In one of the schools a grave charge, unsustained by facts, has, by the investigation, cast an unpleasant shadow upon every member of the school. If true, the guilty parties alone should have been punished. If not substantiated by proper evidence, it should never have been made public, The innocent should not suffer with the guilty, and none should suffer where no guilt exists.

The Grand Army.—Notwithstanding the adverse criticism, their interest is unabated, and the schools are still the pride and boast of the Order. What shall exhibit to future generations a grander tribute to the memory of the nation's fallen defenders than Pennsylvania's care and education of her dead soldiers' orphan children? It was a noble pledge to her volunteers, and it has been faithfully and honorably redeemed. The Commonwealth has reared to itself a proud and imperishable monument in the establishment of these schools. The great results fully justify the cost. Honored men and women in the coming years will look back with grateful hearts to these foster homes, and, as they rehearse the history of their lives, their children will take up the story and tell it to the generation that will follow. Who can estimate, by any conceived standard, the value to the State of the intelligent citizenship that shall come of these schools? What prophetic forecast can trace out from these institutions the golden stream of wholesome influences that shall flow through the future, widening in its course, and throwing out its branches, strengthening the nation with its patriotism, and refreshing social life with its purity? What gold can purchase the fealty that finds its inspiration in the memories of a more than redeemed pledge? These schools must remain untarnished by either political differences or religious jealousies. They must be kept pure and effective during the few remaining years of their existence. My official connection with the schools has ceased, but my interest in their welfare is unabated. I shall ever share a deep, earnest solicitude for their success, and my prayer shall never cease for Divine protection over their interests.

Finally, to you, most honored sir, to whom I am indebted for so much kindness, and whose approval I have always received in the discharge of my duty, under your direction the schools have gradually improved, and are, today, in better condition than at any former period of their history. May you continue to care for them until their doors shall finally close.

J. W. SAYERS,
Inspector and Examiner.

ITEMS FROM REPORTS.

ALLEGHENY.—Supt. Hamilton: A large majority of our schools are doing very efficient work. Our teachers are doing more professional reading than ever before, under the systematic management of the Teachers' Reading Circle. Branch Circles have been formed in various sections of the county, and the work is being pushed forward with the utmost zeal. Many new school-houses have been built this year to accommodate our growing population. Directors in many districts are interesting themselves in the study of school apparatus, and, as a result of this, are supplying their schools with dictionaries, encyclopedias, charts, maps, etc.

BERKS.—Supt. Keck: The grammar school room at Robesonia has been reseated with patent furniture. Wm. H. Tyson, Secretary of the Exeter Board, offers a silver cup to the pupil of the Jacksonwald school who makes the best attendance. Amity built one and Robeson two new houses. They are first-class in every particular, and are all supplied with patent furniture. Robeson also remodeled one of its buildings, making it equal to a new one. Five Local Institutes were held this month, and they created a good deal of interest. The attendance was good on the part of teachers, directors and citizens.

CAMBRIA.—Supt. Strayer: Teachers' Reading Circles and Local Institutes have been organized for every district in the county. Eighteen meetings were held during November and December. Our leading teachers are active in making these meetings of special benefit to our less experienced teachers. Seventy-six schools, visited up to December 18th, are, with a few exceptions, doing excellent work.

CAMERON.—Supt. Pearsall: On the 1st of December, the Driftwood schools opened in the new building. This building is complete in all its appointments, being one of the best, if not the best, in the county.

CENTRE.—Supt. Wolf: The County Institute was well attended, and much interest was shown during the week. Our instructors were well received, and the work done promises good results. The directors present were so well pleased that they effected a permanent organization.

CHESTER.—Supt. Harvey: We have four Local Institutes arranged for the next three months, as follows: At Cedarville in January; at West Grove and Atglen in February; at Unionville in March, So far as I know, the people of this county are a unit in favor of making the minimum school term six months; and directors and teachers are nearly unanimous in favor of paying teachers for the time spent at the Institute.

CLARION.—Supt. McNutt: The most important event of the month was our County Institute. The attendance of teachers was not so large this year as usual. On Monday, the first day of the Institute, there were 75 teachers enrolled; on Tuesday, 50; on Wednesday, 25; on Thursday, 12. When teachers were allowed their time at Institute, in December, 1884, 169 teachers were enrolled on the first day. The new

law makes the attendance very irregular in our county. The attendance of directors and citizens was larger than usual. The Institute was good.

CLINTON.—Supt. McCloskey: Pine Creek district has furnished three houses with improved patent desks, and has repainted the interior of some. It has a splendid corps of teachers who are doing excellent work. Logansville has regraded its schools and adopted the new course of study. A Local Institute will be held there this month. Pine Creek will hold its second session, January 21st. The County Institute was one of the best ever held, average attendance of teachers being 123.

DAUPHIN.—Supt. McNeal: Our schools are all in session, and so far as I have visited them, they are getting along successfully. Our teachers are becoming better qualified, and consequently there is a marked improvement in the character of their work. The School Board of Millersburg has, by recent improvements, added very much to the value, comfort and beauty of the school property of the town. Steam-heating apparatus has been put into the high school building. This district has two of the finest school-rooms in the county. Another progressive step has been taken by the Wiconisco Board. Some of their schools have been very much crowded, and to relieve them, a fine house is in course of erection, which will contain two school-rooms on the first floor, and a high school room, recitation room and library room on the second floor. It will be heated by steam, well ventilated, and admirably adapted to the purpose for which it is designed. The monument to the memory of D. H. E. La Ross, late Superintendent of Schools of this county, to which reference was made in these columns some time ago, has been completed, and bears this inscription: "Erected by the teachers and scholars of Dauphin county, in memory of D. H. E. La Ross, Superintendent of Public Instruction. Died, Oct. 22, 1882, aged 55 years, 9 months, and 13 days."

HUNTINGDON—Supt. Brumbaugh: The Clay Board seated three rooms with new patent furniture. The Cass Board will arrange to erect two new brick buildings the coming season. Penn will build one. These districts will then have first-class brick houses throughout. Carbon raised the salary five dollars, and increased the term to seven months. Eleven local institutes were held during the month. Profs. Shimmell and Elliott, assisted by the Superintendent, publish a weekly educational paper, "The Public School Gazette," designed to provide supplementary work for reading, physiology, geography, current history, general information, etc. The paper is quite popular. At the end of three months it has 762 paying subscribers.

INDIANA.—Supt. Cochran: We closed the year 1886 with one of the most successful Institutes ever held in the county. Besides the 261 teachers enrolled, a number of directors were present. We tried to make the Institute as practical as possible. Many of our teachers took an active part in the work of instruction. A County Reading Circle was organized by the teachers.

JUNIATA.—Supt. Auman: The County Institute was the most successful thus far held—such is the verdict of all present. The attendance of the teachers was better than at any previous meeting. The work done was practical and profitable, and from the interest and enthusiasm manifested by the teachers during the entire week, we are led to believe that they are better prepared for their work than heretofore. The Directors of Walker and Turbett have supplied their schools with Webster's unabridged dictionaries.

LANCASTER.—Supt. Brecht: Martic township has erected three spacious and well-built houses during the past three years. That completed last was dedicated December 10th in the presence of a large number of patrons and friends. Genuine slate blackboards are slowly winning favor in our rural districts. West Hempfield stands first in the number of such blackboards in her schools.

LUZERNE.—The nineteenth annual institute was in every way a representative gathering. Over five hundred teachers were enrolled. The day instruction was interesting, and the evening lectures good. Judge Woodward delivered the address of welcome; Dr. Edward Brooks, Supt. B. E. James, Miss Mary E. Speakman, Prof. Silas S. Neff, and Deputy Supt. Houck were the instructors. Dr. Brooks talked on "The Nature of the Mind," "Arithmetic," "Culture of the Memory," "Practical Psychology," "Application of Principles," and "Culture of the Will." He is a strong man in Institute work, and his talks were all enthusiastically received. Supt. James discussed "School Programmes," "One Year with Physiology," "Hygiene and Physiology," "The New Discipline," and "Educational Levers." Miss Speakman, principal of the Friends' school at West Chester, gave instruction in "Primary Physiology," "Methods of Teaching Reading," "Language Lessons," "English Literature" and "Lessons in Common Things." Professor Neff, of Philadelphia, gave a number of interesting talks on the philosophy of reading and methods of teaching this branch. Deputy Supt. Houck, a favorite with the Luzerne teachers, gave us an excellent address. S. W. Baird read a thoughtful paper on "Relation of Principal to Teachers and Schools under his Supervision;" and T. M. Conniff, on "Suggestions relating to School Visitation." "Physiology" was discussed by Edward J. Wolfe; Difficult Phases of Teaching Reading," by H. L. Morgan, and the "Course of Study and Graduation in Ungraded Schools," Harry O. Hine. Class exercises were conducted by Misses E. Josie Hazeltine, E. J. Boice and May Emory. A petition, asking the Legislature to allow teachers their time for attending County Institutes, was drafted and signed by the teachers. Will S. Monroe made a report of the County Teachers' Reading Circle for the year, and recommended that the Institute continue the county Circle until a State organization shall be effected.—W. S. M.

LYCOMING.—Supt. Lose: An interesting Local Institute for several adjoining districts was held at Montoursville. The programme consisted of class-drills, contests, discussions, and instruction given by prominent county teachers. All

of the sessions were extremely well attended. The questions discussed were: How can school-boys be kept out of stores at night? Classification of Schools; and the New Local Institute. Instruction was given on the following subjects: Teaching of Spelling; Letter-writing; School Libraries; A Decade in History, 1850–60; The Charleston Earthquake. This was the first of a series of combined Institutes to be held this winter, and is a very encouraging start. I am paying particular attention to classification of schools, and find that this attention is very much needed, very few of our schools being well classified. Grammar and history are the branches neglected.

MIFFLIN.—Supt. Owens: Two Local Institutes were held during the month—one at Lilleyville and one at Allensville. I was present at the latter, and found the meeting well attended by teachers and citizens. Some excellent work was done.

MONTGOMERY.—Supt. Hoffecker: Lanesdale has just completed a large two-story brick school-house. Its architectural style combines the beautiful and snbstantial. It contains eight spacious and convenient rooms. The plan of heating and ventilating is on the latest and most approved order. It will rank among the finest school buildings in the State.

PERRY.—Supt. Aumiller: The County Institute was, if possible, more successful than any preceding one. The attendance of teachers (164), considering their low compensation, was beyond our expectation. Forty-five directors were present during the different sessions, and the crowds of people in continual attendance were more than the court-house could well accommodate. It would be useless to speak at length of the discussions, the instructions, or the lectures. Considered together they were thorough, practical, and entertaining.

POTTER. — Supt. Buckbee: Hebron and Sharon have placed patent furniture in all their houses, and Clara and Roulet in several of theirs. The meeting of the County Teachers' Association and Reading Circle this month, was one of the best yet held. Our teachers are surely growing in thinking power.

SNYDER.—Supt. Boyer: Three educational meetings held during the month were well attended by all classes of citizens. Regular Institutes are held in Monroe, West Perry and Chapman townships, and in Selinsgrove. Physiological charts have been secured for the graded school at Freeburg, and a first-class tellurian for the high school at Selinsgrove. Many of our school-houses have been white-washed inside, thoroughly cleansed, and nearly all have the walls ornamented with pictures, mottoes, maps, charts, etc. I dwelt strongly on school ornamentation at the examinations. It had the desired effect. A number of trees have been planted since Arbor Day. Many old-fashioned spelling schools are held. They are well attended and properly conducted.

SOMERSET.—Supt. Weller: We had very excellent sleighing during Institute week, and never before did so many people attend. The enrollment of teachers and directors was the largest in the history of the Institute.

SUSQUEHANNA.—Supt. James: More teachers have inquired, this month, for books and periodicals on pedagogics, than during any month of the last six years. No *one* symptom in the county augurs better for its schools than this desire to read on the subject of teaching. Let the teachers read, think upon, and work out excellent methods, new or old, and make sure of a pertinent application of the same. Never had the teacher a more complete literature to draw from than to-day.

TIOGA.—Supt. Cass: Our Local Institutes are more generally attended and doing better work than ever before. Much interest is manifested by the patrons as well as by the directors in the questions which come before the meeting. A sentiment against the division of the school year into two or more terms is growing. May the leaven continue to work until the whole lump shall become enlightened. A vote has been taken in five different Local Institutes in regard to the proposed amendment fixing the minimum term at six months, and in every instance the result has been unanimously in favor of the change.

UNION.—President Magill, of Swarthmore College, gave an able lecture at Bucknell University, Lewisburg, December 16th, on "The Teacher's Preparation for His Work." He holds up the high standard of a college diploma for every teacher in the State of Pennsylvania, man and woman alike. He thinks the Normal Schools are not doing the full measure of work expected of them, and advocates the establishment of chairs of pedagogy in every Pennsylvania College. Bucknell University has been remembered in the will of Dr. Wm. Backus, of Lewisburg, of the class of 1852, who has left his whole estate, estimated at $75,000, to endow a library for the College. Mr. Wm. Bucknell, of Philadelphia, has also recently made a number of handsome bequests.

VENANGO.—Supt. Lord: Our County Institute was an unqualified success in every particular. The enrollment was not quite so large as last year, but the reason for that is to be found in the prevalence throughout the county—amounting almost to an epidemic—of diphtheria, scarlet fever, and measles. The attendance of spectators was large, the teachers earnest and enthusiastic, and all the work first-class in character. We have to report the loss of another school-house by fire, the Silverly building, a large four-story house. It caught fire one evening shortly after the close of school, as is supposed, from an extra pressure of natural gas with which it was heated. It was a first-class building, with good furniture and apparatus, all of which was entirely destroyed. Loss about $3000; insured for $2500. The Skating Rink has been fitted up for temporary use, and the school is again in operation.

WAYNE.—Supt. Kennedy: Our Institute was a success in every respect. The enrollment and attendance were larger than ever before, the character of the instruction good and well calculated to meet the needs of our teachers. The attendance was so large that we were obliged to hold some of the day sessions, and all of the

evening sessions, in the court house. A Directors' Institute was permanently organized and will hold a meeting with the next Teachers' Institute. Semi-monthly Institutes are held by the teachers of Honesdale, and in Clinton township Directors' and Teachers' Institutes are held monthly.

ALTOONA.—Supt. Keith; The School Board, at its last meeting, awarded the contract for an addition of four rooms to the 7th Ward building, to be finished before next September. This will give the building eight rooms.

CORRY.—Supt. Colegrove: The attendance during the fall term has been the largest in our experience. We have restored the copy-book in all grades, including the High School; also mental arithmetic in the grammar department. Spelling has been made a regular branch in the High School. We hope these changes will not be construed as retrograding. The Board has recently purchased a set of the People's Cyclopædia for each of the school buildings. All our schools are now heated by natural gas.

HAZLE TWP.—Supt. Williams: Thirty-nine of our teachers attended the County Institute at Wilkesbarre. The Board, at their last meeting, decided to pay each teacher who attended the whole week $12, instead of allowing each a week's pay, as was done last year. They thought that the female teachers, whose salaries are much lower, but whose expenses would be the same, should receive the same amount as the male teachers for attending Institute.

PLYMOUTH TWP.—Supt. Gildea: Eleven night-schools are in good working order, with an average attendance of 30 pupils. A red-hot stove-pipe set fire to the Pine Grove school. The neighbors quickly gathered, helped the teacher get the pupils out, and extinguished the fire. The damage did not exceed $50, but the school had to be suspended for two weeks. St. Vincent's Parochial Schools, in the borough of Plymouth, are conducted by the Sisters of Mercy. The total enrollment is 425, the average attendance 371, and the number of teachers 5. The schools are well supplied with apparatus.

SHAMOKIN.—Supt. Harpel: The annual County Institute, held at Sunbury, was well attended, and its programme was such as to give the teachers good, practical suggestions for their daily school-room work. Supt. Wolverton has reason to feel gratified with its results. The semi-annual examinations were held in the high school and first grammar grades at the close of the fall term. The manuscripts show a marked improvement in neatness and quality over last year's papers. The regular school work of our first term, whilst it has not reached our expectations, has been encouraging, and we believe a good year's work has been fairly inaugurated.

WILLIAMSPORT.—Supt. Transeau: The most important event of this month was the meeting here of the County Institute. The attendance, on the part of teachers and the public, was all that could be desired. There was a large number of directors present on Thursday, when they held a separate session and were addressed by Dr. Higbee and others. When the Institute adjourned every one went away pleased with the greatest educational event of the month.

LITERARY DEPARTMENT.

EVERY general student, and especially every teacher, has long and painfully felt the need of some popular cyclopedia of literature—one that shall be reasonably full and comprehensive, and yet also of a reasonable length. Not one technically prepared for literary critics and specialists, but one giving just that general information—short biographical facts, lists of each author's chief works, and specimens of his writing—which the ordinary reader wants, and heretofore could not get without long labor and the necessity of consulting many and various books. This need is at last in process of being supplied, and very satisfactorily too, by the publication of *Alden's Cyclopedia of Universal Literature*, by John B. Alden, of 393 Pearl St., New York. Five volumes are already issued, to be followed in rapid succession by about ten more. Contrary to the usage generally prevailing among publishers of cyclopedias, these books are not in the form of bulky 8vo. tomes, heavy, inconvenient, and expensive, but are neat 12mo. volumes, averaging a little less than 500 pages each, handy in shape and proportion, sightly to the eye in their chaste cloth binding, gilt tops, and large, clear print on excellent paper, and issued at so low a price, 50 cents per volume, that few individuals, and hardly any school library, need be without them.

The authors of every literature, and of ancient and modern times, up to date of issue, are represented, with, however, special attention given to American writers. They are arranged strictly in alphabetical order. Thus Vol. I begins with "ABBOTT, *Ezra, LL. D.*," to whom are given three pages, one of biography, and two of specimens from his "Literature of the Doctrine of a Future Life." Next comes *Jacob Abbott*, who covers eight pages; then *J. S. C. Abbott*, Dr. *Lyman Abbott*, and so on, the volume closing with five pages on *Thomas Arnold*. Vol. II begins with *T. S. Arthur* and ends with the Italian poet *Matteo Boiardo*. Vol. III extends from *Boileau* to *Byron;* Vol. IV from *George W. Cable* to *McDonald Clarke;* Vol. V from Mrs. *Mary Cowden Clarke* to St. *Cyprian*. To give an idea of the comprehensiveness of the work, we need only say that this fifth volume treats of no fewer than 102 authors between Mrs. Clarke and St. Cyprian, among them 46 English, 35 American, 10 French, and an equal proportion of Italian, German, Flemish, Roman, and even Chinese. Of every such work, of course, there can be criticisms made;

the proportion of space given to writers, for instance, is not always according to their critical worth and importance; and there may be some omissions and errors; but on the whole the work is accurately done, and is fully as reliable as most cyclopedias we know, more reliable than some we know! The work is one that will at once commend itself to our teachers as a most excellent and convenient one; while every Reading Circle, Literary Society, and Book Club should get it as soon as possible. It is just what they need.

MEMOIRS AND LETTERS OF DOLLY MADISON, *Wife of James Madison, President of the United States. Edited by her Grand-Niece. 12mo. Pp. 210. Boston: Houghton, Mifflin & Co. $1.25.*

There have been few women in America who have occupied a more interesting position historically, and a more prominent one socially, than did Mrs. Madison during the sixteen years when, under the administrations of Jefferson and of her husband, she was "First Lady of the White House." And few could have graced that position as worthily as she did. Her letters give us a most delightful insight into the manners and customs of those early days of our country, and no less into the thoughts and feelings, the inner history as it were, of the trying times immediately before and during the War of 1812. This fascinating volume brings the men and events of that period so vividly before us that what before we had studied as "mere history" at once assumes the interest and importance of contemporary occurrences. It helps to vivify history as nothing else could. People like Washington, Jefferson, Madison, Gallatin, Jackson, Lafayette and others, whom we too commonly know only as historical figures, are shown in their letters as living men of flesh and blood. Besides being a charming book for the general reader, we imagine that it would be an eminently helpful one for the teacher of American history. It is a long while since we have read anything that we more thoroughly enjoyed than this neat little volume of Memoirs and Letters.

SELECTIONS FOR WRITTEN REPRODUCTION. *By Edward R. Shaw. New York: D. Appleton & Co. 12mo. pp. 102.*

The compiler is correct in saying that "One of the best means of language-training is reading a selection to a grade or class and requiring them to reproduce it in writing." This book gives the selections to be thus read and reproduced. They are judiciously made. The book is a handy help for teachers who themselves do not find it convenient or possible to make such selections from the best authors.

THE PHILOSOPHY OF WEALTH. *Economic Principles newly Formulated By John B. Clark, A. M. Pp. 235. Boston: Ginn & Co. Price $1.10*

Like Macy's "Our Government," noticed in our October number, and published by the same firm, this careful and clear little work is one that will do much to inculcate correct principles of political economy, and assist in preparing the young for an intelligent assumption of the duties and responsibilities of American citizenship. Not that Prof. Clark covers the whole field of political economy. He expressly limits himself by the title to only one part of the field belonging to that science. It does not treat, for example, of such questions as those of protection and currency; but it does inquire into the nature of production and distribution, of the principle and methods of competition, industrial organization, and other like important topics. The book is not intended for a text-book, but as an independent study and clear presentation of a philosophy of wealth based upon views and principles sometimes radically at variance with our old theories on the subject, from which teachers and all thoughtful persons will be able to gain much of just that kind of knowledge they most need, in order to become intelligent and good citizens. We commend the work heartily to our readers, without wholly endorsing the author's views.

SHELDON'S ELEMENTARY ARITHMETIC. *With Oral and Written Exercises. New York: Sheldon & Co. 12mo., pp. 210.*

This is the first volume of Sheldon's "Two-Book Series," treating of the purely elementary part of arithmetic, and taking the student up to the work of measurement. The powers of observation are stimulated and trained by the use of pictures and objects. An excellent feature is the large number of problems, oral and written, varied exercises, and drill tables. The method throughout is practical, and adapted to the needs of primary scholars.

SELECT ORATIONS OF CICERO, *Chronologically arranged, Covering the Entire Period of his Public Life. Edited by J. H. and W. F. Allen and J. B. Greenough. Illustrated. 12mo., half leather, pp. 488. Boston: Ginn & Co. Price, $1.40.*

We had occasion some time ago to notice the superior excellence of the Cæsar of these same editors. The plan they have pursued in this volume of thirteen of Cicero's orations is the same. The introductions prefixed to the orations connect the one with the other historically. The notes, judicious and really helpful, have been re-written in the light of the latest historic and linguistic research, with references to the grammars of Allen and Greenough, Harkness, and Gildersleeve. The greatest improvement over most other editions are the excellent illustrations and maps, and especially the valuable essays on topics of special note in the text, biographical, geographical, political, archæological, etc. These help to give a living, present interest to the orations, that is of great benefit to the student. The text of the orations takes up about half of the volume, while the notes and vocabulary take up the second half.

THE FAMILY: *An Historical and Social Study. By Charles F. Thwing, author of "American Colleges" etc., and Carrie F. Butler Thwing. Boston: Lee & Shepard. 8vo. pp. 213. Price, $1.50.*

Dr. Thwing and his wife have done good honest work in this volume, on a subject second to no other in importance, and one to which the attention of students of sociology is being more and more earnestly directed. The volume before us is by no means the last word that can or will be said on the subject; rather, it is a pioneer work, and introductory to the more thorough and comprehensive study that is sure to follow, and to which it, together with the work men like Dr. Samuel Dike and others have done along the same line, is sure to give a fresh impulse and new directions. In this consists its chief value; but by no means its only value; for the authors have given us some important results, and laid the plan, as it were, according to which many more will be worked out and reached. Very instructive and interesting is the sketch of the The Family among Greeks, Romans, and Jews in the First Christian Centuries, and in the Middle Ages. No less so are the chapters on The Family and the Church, Catholic and Protestant; The Family as an Institution, Divine and Human; As a Basis of Social Order; The Family and its Individual Members; The Family and Property; As a

Social Institution. The facts and statistics given in the chapters on The Family Destroyed, and The Family and Modern Divorce Laws, are alarming enough to attract the most serious attention of all thoughtful persons. As an aid to the prosecution of the study of Civics, which is ever becoming more prominent in our schools, this work is of the highest importance and value to teachers. The publishers have done their part exceedingly well, and have produced an unusually handsome volume. We commend it to our readers' careful examination.

HISTORY OF ANCIENT EGYPT. *By George Rawlinson, A. M.*

VOL. I. GEOGRAPHY, ARCHÆOLOGY, ETC., *large 12mo. pp. 312.*

VOL. II. FROM ITS ORIGIN TO B. C., 527, *large 12mo. pp. 336. With Illustrations and Maps. New York: John B. Alden. Price $1.25, the set.*

This sterling work may almost be called a companion to the preceding; for the history of Egypt is complementary to that of Palestine. The two countries were from the earliest times intimately related, and Egypt as the older had of course an immense influence on the history, manners, customs, laws, and entire life of the Holy Land. This is made to appear very clearly in Prof. Rawlinson's work. So that it may be said that his volumes are necessary to the intelligent comprehension of Dr. Thomson's. Those who have enjoyed his "Seven Great Monarchies" need not be told how gifted this learned author is in the charms of style and manner; so that while Wilkinson, Birch, Brugsch, and Ebers may have written even fuller and more learned works about Egypt, it is safe to say that Rawlinson is read and enjoyed by thousands for every hundred readers of their books. The position of Egypt at the very fountain head of human history, and its immense influence on human religion and civilization in general, apart from the intrinsic interest of the country and its people themselves, make these volumes of the utmost importance to every student, and well-nigh essential to every library, historical, public, school, or private. And at the wonderfully low price at which this edition is offered, there are few who cannot afford to possess it. It is printed and bound in excellent style, without any abridgment or omission from the $6 edition, uniform with the same publishers' "Seven Great Monarchies," by the side of which it is in every way worthy to stand.

THE LAND AND THE BOOK. *Or Biblical Illustrations drawn from the Manners and Customs, the Scenes and Scenery of the Holy Land. By William M. Thomson, D. D.*

VOL. I. SOUTHERN PALESTINE AND JERUSALEM. *8vo. pp. 592; with 140 Illustrations and Maps.*

VOL. II. CENTRAL PALESTINE AND PHŒNICIA. *8vo. pp. 689; 130 Illustrations and Maps.*

VOL. III. LEBANON AND DAMASCUS, AND BEYOND JORDON. *8vo. pp. 711; 147 Illustrations and Maps. Popular Edition, New York: Harper & Brothers. Price, $8 the set.*

This magnificent work has so long been the standard authority on the subject, and is so widely and favorably known, that it would be a work of supererogation for us to dwell upon the merits of its contents. Its position is established. No Bible student pretends to make any claims to thoroughness without having this book. And while absolutely indispensable to every theological library, such is the popular style and absorbing interest of the volumes, that Thomson's "The Land and the Book" has won for itself thousands of readers in every sphere and department of life, and has come to be accorded a place in most public and many family libraries in England and America. It is one of the best, and certainly the most interesting commentary on the Bible in existence. Dr. Thomson writes with all the vividness of style of an eye-witness, as indeed he was, having been a missionary in Syria and Palestine for forty-five years, and as he tells us, having penned many of the graphic descriptions of scenery and of manners and customs on the spot, often out in the open air. Thence the great charm of the work. There is not a dry page in the book. It is a work to read for pleasure and to be repaid in solid profit. For the author was not only an original traveler, explorer, and keen observer himself, but also a student diligent and comprehensive of the results of the labors of others in the same field; but above all, he was a devout, earnest, and conscientious student of God's Word. It is therefore a matter for congratulation that Messrs Harper and Brothers have brought out this new and popular edition, at a price more nearly within the means of the average reader. And they have done so without in any wise cheapening the work. The paper is good, letter-press excellent, and the binding beautiful, with its side-title and covers stamped in black and gold, making the books handsome enough to adorn any parlor table. The maps and illustrations are as accurate and artistic as they are abundant. Each volume contains a full "Index of Scripture Texts Illustrated, arranged according to the Books of the Bible," and an "Index of Names and Subjects," which materially enhance the usefulness of the work, and make it especially convenient for reference. In fact the publishers have spared neither pains nor expense in making the volumes as satisfactory and as nearly perfect as possible. In our opinion this edition is better suited for library use than any previous one, and will undoubtedly make this great work even more widely popular than it has been heretofore.

THE RISE AND EARLY CONSTITUTION OF UNIVERSITIES, *with a Survey of Mediæval Education. By S. S. Laurie, LL. D. New York: D. Appleton & Co. 12mo. Pp.* xxxi, *293. Price 1.50.*

THE EDUCATION OF MAN. *By Frederick Froebel. Translated by Josephine Jarvis. New York: A Lovell & Co. 12mo. Pp. 273. Price, cloth $1.30; boards, 65 cents.*

HOW SHALL MY CHILD BE TAUGHT? *Practical Pedagogy, or The Science of Teaching Illustrated. By Louisa P. Hopkins. Boston: Lee & Shepard. 12mo. Pp. 276. Price $1.50.*

We have on several occasions expressed our high commendation of Appleton's "International Education Series," of which two volumes appeared previously to the one before us. Vol. III, on *The Rise and Early Constitution of Universities*, but strengthens our good opinion. It is every way a most excellent work, learned, thorough, and comprehensive; a very corner-stone in the history of education. In the form of fifteen lectures, it sketches, or rather studies, the school-education of Greece and Rome, and traces the causes of its decline. Next it clearly shows the influence of Christianity on education, and the growth of Christian schools until the rise of universities in A. D. 1100, whose history, constitution, and influence it describes, giving a graphic account of the great universities of Naples, Bologna, Paris, Oxford and Cambridge, and closing with the university of Prague. It explains the origin and meaning of the various professional degrees, and in short gives a very satisfactory account of the whole subject, which is most important and timely just now, when our larger

colleges are anew discussing their claims and rights to be called universities. The work of Dr. Harris, the editor, has been admirably done, his clear and full analysis, occupying ten pages, adding very materially to the usefulness and value of the volume. The book will be hailed by all educators, and with the rest of the series ought to be on the shelves of the teacher's library.

Froebel's great epoch-making work on *The Education of Man* needs no commendation from us. Its merits are coming to be more and more universally recognized, and its importance and value as one of the main foundations of our whole modern system of education are freely acknowledged. It is well, therefore, that a translation of the same has been issued at so low a price as to be accessible to all teachers.

Practical Pedagogy begins with the babe in its mother's arms, and in a straightforward and exceedingly winning way tells simply what one very sensible and large-hearted woman accomplished in educating a class of little children, and how she did it, almost without their knowing that they were studying or being taught. The results she reached in reading, arithmetic, botany, natural history, physics, physiology, etc., in a year's time, were truly marvelous. No public school, under our present system, could ever do half as much. And her methods, almost ideally excellent as they are, and practicable for private schools, could scarcely be introduced into our public schools without material modifications. Still, no teacher can read the book without being profited thereby, filled with courage and enthusiasm, and given hints that will make him a better teacher than he was before. We wish every primary teacher in the State had a copy of it, and would study it!

A COMPANION FIRST READER. *By M. J. Wood. New York: D. Appleton & Co. 16mo. pp. 91.*

Printed in large, clear tiye, and attractively bound, this little book will be liked by the little folks. Though meant to supplement Appleton's First Reader, it will almost equally well serve the purpose of supplementary reading where any other First Reader is used. It is well arranged, and very well printed and bound.

ALDEN'S HANDY ATLAS OF THE WORLD. *Including 138 colored Maps, Diagrams, Tables, etc. New York: John B. Alden. 18mo. pp. 191. Price, 25 cents.*

This low-priced and novel little book contains nearly all that is usually found in atlases that cost from $2 to $10, only the maps and diagrams are on a smaller scale, none of them being folded. An examination of the contents surprises one how much accurate information could be crowded into so small a space, and also that the maps, etc., could be so clearly and correctly printed. It is really a reliable and useful book, and one that will be specially appreciated by teachers, who want something handy and convenient like this always at hand on their desks or in the pocket.

SHOOL-ROOM GAMES AND EXERCISES, *compiled and written by Elizabeth G. Bainbridge. Chicago and Boston: Inter-state Publishing Co. 12mo. pp. 135. Price, 75 cents.*

STANDARD SELECTIONS, *for Elocutionary Drill and Memory Work in Grammar and High Schools. Compiled by John D. Billings. The same. 12mo. pp. 135. Price, 60 cents.*

Both these volumes are published in attractive form. The former gives a collection of games, which are fully described, and are all of such a nature as to contribute, under the guise of amusement, to the instruction of the players. They are arranged under the heads of Geography and History Helps, Spelling and Composition Helps, For the Arithmetic Class, etc. Teachers of Kindergartens will find it very helpful, while many of its exercises could also with much profit be used in primary and even secondary schools. The *Standard Selections* are made chiefly from the great poets and prose writers of our literature, Longfellow, Tennyson, Dickens, Addison, Lowell, Holmes, Webster, Lincoln, and others. Hence it is a collection superior to many others, and will be found worth getting by teachers of elocution.

YOUNG FOLKS' PICTURES AND STORIES OF ANIMALS *for Home and School. By Mrs. Sanborn Tenney. In six volumes, 16mo. Boston: Lee & Shepard.*

Such attractive little volumes as these are well calculated to arouse in the young reader a desire for further and more thorough study in that bewitching realm of natural history. Still better, they will be apt to impel the young folks to become original and careful observers themselves. The little books are full of fairly accurate pictures, and while written in a very entertaining style, yet give in little space much scientific information. This information, it is needful to say, in view of the many utterly misleading works of the kind that are extant, is thoroughly accurate, correct and reliable. The six volumes treat of Quadrupeds, Birds, Fishes and Reptiles, Bees, Butterflies and other Insects, Sea Shells and River Shells, and Sea Urchins, Star-fishes and Corals.

THE BEGINNER'S BOOK IN FRENCH. *With Humorous Illustrations. By Sophie Doriot. Boston: Ginn & Co. Sq. 12mo. pp. 298. Boards, 95 cents.*

In this volume the author has proceeded on the principle that "by giving children and other beginners subjects which they like, or which are calculated to excite their curiosity, they will, in order to conquer the point which is luring them, master words and expressions in a time and manner that will put to defiance the best arranged methods." Hence the "humorous illustrations." With the aid of a good grammar, or a very good teacher, the volume will no doubt prove a great help in studying the French language.

Messr. Ginn & Co. have also ready another volume in their excellent series of "Classics for Children." It is Miss Martineau's "*The Peasant and the Prince*," which, while full of interest for young folks, will be found also an excellent introduction to the history of the French Revolution.

NATURAL LAW IN THE SPIRITUAL WORLD. *By Henry Drummond, F. R. S. E., &c. New York: John B. Alden. 12mo. pp. 280. Price, 40 cents.*

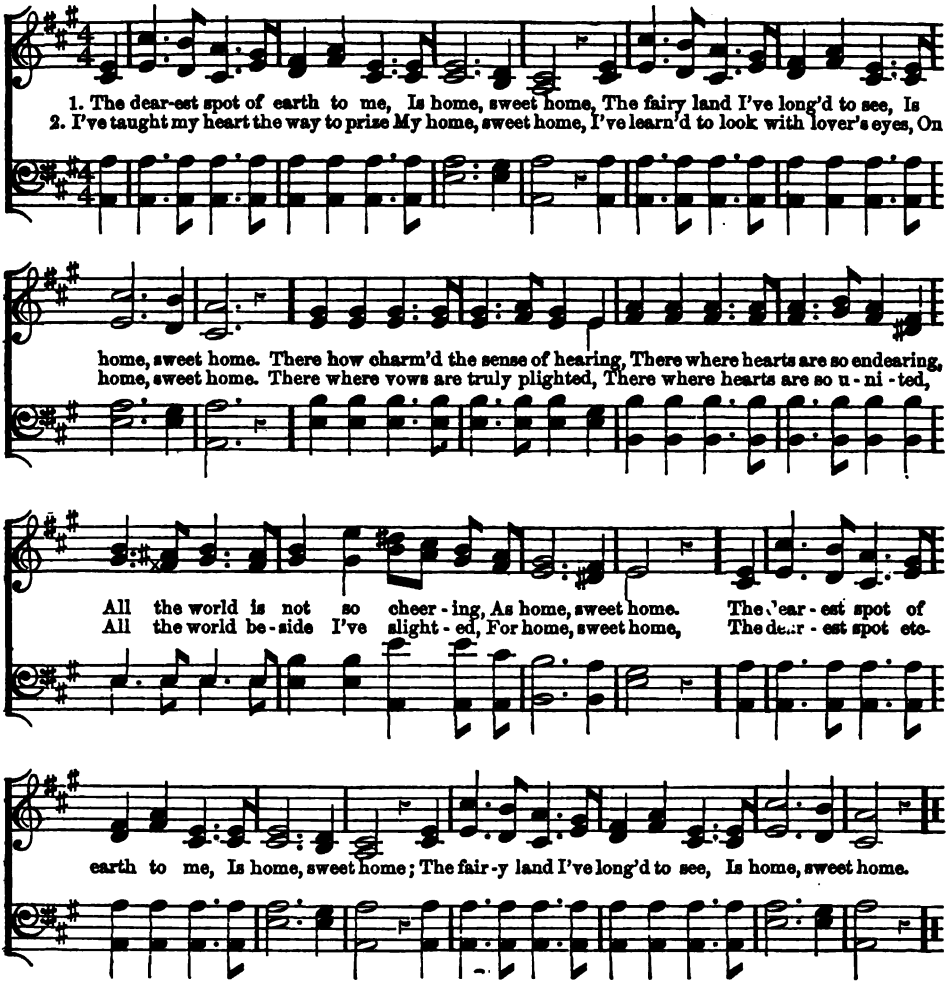
The original edition of this now famous book was sold at $1.50. This "Ideal Edition" of it contains all of the original, and is printed and bound in excellent style. The book is one of the most suggestive we know of in the whole realm of philosophical theology. It argues from the analogy between physical and spiritual phenomena that the laws governing both are identical. Critics have over-praised it on the one hand and underrated it on the other.

The same publisher has also ready Vol. II. of *Guizot's History of France*, in half-morocco binding, to be completed in 8 vols. at the nominal price of $6 —of whose merits we wrote last month; and Vol. III. of his half-morocco edition of Geikie's *Hours with the Bible*, to be completed in 6 vols. Of this, too, we wrote in noticing the previous volumes. Both works are eminently worthy of a place in every school library; while many teachers will want to have them in their private libraries besides.

EVENINGS AT HOME.—There is nothing that contributes more to the pleasure of evenings at home than music in families. To cultivate a love of music among children, creates and fosters a refined sentiment that is not forgotten when they arrive at maturity Music engenders and promotes good feeling. The blending of the voices of parents and children in song strengthens the ties that bind them together, and the love that centres about the home fireside. It renders home attractive, interesting, and beautiful; and in every home circle where it is tolerated and cultivated, there will be found a greater freedom from all those discords and inharmonious contentions, that render so many parents miserable and their children anxious to find a more congenial atmosphere elsewhere. Music is not an unmanly or effeminate way of spending one's time, as many unrefined parents aver when they proscribe even the coveted fiddle their sons enjoy scraping in the attic. Every home should have a musical instrument in it that can be used as an accompaniment to the family voices. It will give employment and amusement to the children in their otherwise unoccupied hours. It will keep them at home, and very often out of bad influences elsewhere.

THE DEAREST SPOT.

W. T. WRIGHTON.



WHAT an auxiliary music is to the teacher, brightening up dull faces, inspiring cheerfulness that becomes an impetus to labor, softening and soothing nervous irritation often so difficult to contend against, which has been excited by the crowded school impatient under the restraint and monotony of position and occupation! Think, too, of each child frequently going home at night, like the honey-laden bee, with a gay little song to charm the work-wearied father's heart; a lullaby which, sung over the baby's cradle, shall soothe the mother's spirit while it closes baby's eyes; holy hymns that shall make the very roof-tree a better shelter for the hearts beneath it. Thus the influence of the public school goes out blessing and blest; and we gather sheaves of joy to hold close to humble hearts, thankful that we may be permitted to aid in making the world happier and better, as well as wiser; that we, too, amid the silent, unseen influences, are serving our country and our God, and at the same time learning the useful lesson of how to labor and to wait.

THE
SCHOOL JOURNAL
ORGAN OF THE DEPARTMENT OF COMMON SCHOOLS AND OF THE STATE TEACHERS' ASSOCIATION.

Vol. 35. MARCH, 1887. No. 9.

THE Weather Bureau belongs to what is called the Signal Service, which is a part of the War Department of our government. In time of war it is often desirable to send word from one part of a battle-field to another in less time than is required for a messenger to do it. A system of flag-telegraphing has therefore been adopted, by which information can be sent instantly as far as the flags can be seen. One of the first uses of this flag-telegraphing or signal service, was to give notice to commanders of a coming storm. To do this it was natural that the atmosphere should be observed, and reports made of those conditions which indicated a storm. Observations were also made at the various light-houses and life-saving stations for the purpose of warning ships in port and at sea. From these beginnings has grown up the weather bureau. There are nearly 200 stations in the United States where observations are made three times a day, at almost the same moment. Each station is supplied with a full set of instruments—thermometer, barometer, rain-gauge, clock, etc. The observations are made at 8 a. m., 4 p. m., and at midnight. As soon as made, they are telegraphed to Washington, where they are read and written off. Shortly after midnight a statement of the weather for the next 24 hours is sent to the daily papers all over the country, and we read it at our breakfast table. The farmers go to the postoffice or the railroad depot, where they read the bulletins posted up for their special benefit. The signal service takes notice also of tides, and the rise and fall of lakes and rivers; in this way an approaching flood is often foretold many hours. There is a school at Fort Whipple, Virginia, opposite Washington, where men are trained for the signal service.

"How many sets of Charles Dickens' works do you suppose we have sold so far this year?" asked the head of a well-known book concern on Broadway of a newspaper reporter. "Well, we laid in 1,500 sets at the beginning of the year. That was a good deal more than we had ever bought before, and we thought it an ample supply for the year. We sold the last set of that purchase two weeks ago. It is surprising how the demand for Dickens' works grows. In spite of the fact that there are probably 25 or 30 publishing houses in the country turning them out, the demand increases faster than the supply. Dickens has got to be almost the most popular author we handle." "Who excels him in popularity?" "Well, aside from the Bible, which is beyond all comparison the best-selling book in the market, and of which more than one hundred times as many copies are made every year as of any other book, Shakspeare is the most sought after. We sell 2,000 copies of Shakspeare a year. The demand is steady, and the supply now embraces every variety of style and price imaginable. Almost every publishing house in the country gets out its own Shakspeare, and manages to sell thousands of copies too, no matter what shape it is in. Next to Shakspeare comes Dickens. His works sell very well, because they are cheap, for one reason—about 40 cents a volume. After Dickens I should place Tennyson's poems. There is no copy-

right on them, and they can be published at a very low price. Then I should rank, in order of their popularity, Thackeray, Walter Scott, Milton, Byron, Longfellow, Whittier and Bryant. The American poets are slow-selling books, not because they are regarded as inferior, but because they are copyrighted, and therefore dear."

SOME boys and girls have an idea that money can do almost anything, but this is a mistake. Money, it is true, can do a great deal, but it cannot do everything. I could name you a thousand things it cannot buy. It was meant for good, and it is a good thing to have, but all this depends on how it is used. If used wrongly, it is an injury rather than a benefit. Beyond all doubt, however, there are many things better than it is, and which we cannot purchase, no matter how much we may have of it. If a man has not a good education, all his money cannot buy it for him. He can scarcely ever make up for his early waste of opportunities. He may say, as I have heard of men saying, "I would give all I have if I had only had a good education and a well-trained mind; but he will say it in vain. His money alone can't obtain it. Neither will wealth itself give a man or a woman good manners. Nothing, next to good health, is of more importance than easy, graceful, self-possessed manners. But they can't be had for mere money. A man who is what is called "shoddy," who has not taste and correct manners, will never buy them, though he would, no doubt, like to. They are not to be had in the market. They are nowhere for sale. You might as well try to buy sky, or cloud, or sunbeams. Money can't purchase a good conscience. If a poor man, or a boy, or a girl—any one —has a clear conscience, that gives off a tone like a sound bell when touched by the hammer, then be sure he is vastly richer than the millionaire who does not possess such a conscience. Good principles are better than gold. All the gold of Golconda couldn't buy them for a man who hasn't them already.

THE revised translation of the Old Testament may not take the place of the authorized version in popular estimation; but it may be fairly expected to clear up many infelicities and obscurities in that version which puzzle the ordinary reader. The "unicorn," which never existed outside the English Bible, will at last be killed, and the "wild ox" substituted in its place. The "Book of Tasher" will be changed to the "Book of the Upright." Sunday-school children will be no longer troubled by the doubtful ethics of the Israelites in borrowing jewelry from the Egyptians, and then running away with it. The revised translation will rightly state that they asked for gifts, not loans. Joseph's many-colored "coat" will be a "tunic." The celebrated passage in the Book of Job, "Yet in my flesh shall I see God," will be changed to "Yet out of my flesh," etc. "Judgment also will I lay to the line, and righteousness to the plummet," will read; "I will make judgment for a line, and righteousness for a plumb line." In Psalm vii. the passage "Thou hast made him a little lower than the angels," will be: "Thou hast made him a little lower than God." In Psalm xxxvii. the passage, "Fret not thyself in any wise to do evil," will be changed to "Fret not thyself; it tendeth to evil." And in Psalm lxvii. the passage "The Lord gave the word; great was the company of those that published it," will be made to read "The Lord giveth the word, and the women that bring glad tidings are a great host." These are fair samples of many of the changes which will be made. The aim of the translators has been to reproduce the meaning of the original as closely and accurately as possible. It is pleasant to know that this object will be attained without affecting any of the great dogmatic statements contained in the authorized version. There vision will simply clarify the present venerable translation.

THE cultivation of the faculty of knowing is of incomparably greater moment than the mere acquisition of knowledge. He is not the best of explorers or campaigners who is the most burdened with baggage, but he who knows how to forage well and how to make the best possible use of what he has or can obtain. So it is with the student; to know how to learn, so that when need arises knowledge may be quickly obtained, is a better provision for the business of life than is afforded by the largest or richest store of information packed away in the memory—perhaps so packed as to be inaccessible when wanted. If students for themselves, and teachers for their pupils, would insist on the importance of "learning how to learn," iustead of cramming, there would be fewer disappointments in life and greater and more enduring successes. The vanity of carrying a huge quantity of information for the sake of display is contemptible. The folly of attaching any real value to vast

stores of knowledge is pitiful. The only brain property worth carrying about is the power of finding at pleasure and learning at will precisely what is wanted; and this power cannot be acquired without considerable practice in the art of learning—an art which students should make it a first object of their best endeavor to master.—*Lancet.*

DOES excessive brain-work tend to produce insanity? The best authorities are generally agreed that mental labor of itself does not have this tendency. It is gratifying, however, to have statistical evidence bearing upon the question; and we see that Dr. O. Evart, in the *American Practitioner*, gives the result of his experience. From 1870 to 1876 he admitted into the general insane asylum in Ohio, twelve hundred and four patients. Of these, but seventeen had received an academical education. Only twenty-five professed to be professional men. Further testimony on the subject is desirable, but we have little doubt that it will only confirm the inferences to be drawn from Dr. Evart's observations. A man in good health seems to be able to do an almost unlimited amount of mental work, provided it is not attended with anxiety. It is worry, not work, that generally breaks him down.

HERE is a curious old story that is something like a puzzle: A crocodile stole a baby, "in the days when animals could talk," and was about to make a dinner of it. The poor mother begged piteously for her child. "Tell me one truth," said the crocodile, "and you shall have your baby again." The mother thought it over, and at last said: "You will not give it back." "Is that the truth you mean to tell?" asked the crocodile. "Yes," replied the mother. "Then by our agreement I keep him," added the crocodile; "for if you told the truth I am not going to give him back, and if it is a falsehood, then I have also won." Said she: "No, you are wrong. If I told the truth you are bound by your promise; and, if a falsehood, it is not a falsehood, until after you have given me my child." Now, the question is, who won?

EMERSON never was a platform orator. He was purely an essayist. His manner was very far from energetic, and his subject matter unfit for a popular audience. He never drew a crowd twice. In all towns he had a handful of worshipers. He was one of the purest, and most gentle of men. No committee was ever annoyed by his exactions. But if he had forgotten his manuscript, alas for everybody! He could do nothing. He had no ready wit. And he was very likely to forget his papers.

Emerson had a habit of seeing in people that which other people did not see. He was wonderfully interested in any nature that was downright earnest. If their views diverged sharply, all the better. His question was, "How and why is this man so sincere? No one can be in dead earnest unless there is a truth somewhere in him." He did not care to lecture, and it was with difficulty that he was drawn far from Boston.

I FIND a child in no religion but in the religion of Jesus. In mythology there were no children. Their gods were not born as children. They were never clothed with the sympathies of children, and they have no provisions for children. But the great, eternal fact of Christianity is the Holy Child Jesus. The religion of Jesus is the only religion that dares put its books into the hands of children. The sacred books of Hindooism or Mahommedanism put into the hands of children would be mysteries to the children, and shock their votaries. But the Christain religion brings its sacred books and truths to the child, and says, "They are able to make thee wise unto salvation;" and although he cannot understand them perfectly, he can believe them, and none can believe them unless it is with the faith of a little child.—*Armitage.*

GIVE a boy address and accomplishments, and you give him the mastery of palaces and fortunes wherever he goes; he has not the trouble of earning or owning them; they solicit him to enter in and possess. Among strangers a good manner is the best letter of recommendation, for a great deal depends upon first impressions, and these are favorable or unfavorable according to a man's bearing, as he is polite or awkward, shy or self-possessed. Manners, in fact, are minor morals, and a rude man is generally assumed to be a bad man.—*Emerson.*

SPEAKING of the progress making in the development of Pennsylvania, the N. Y. *Tribune* says: Much of the railroad building of the country is pointing toward Pennsylvania. Coal and iron, and particularly coal, are attracting toward the State all the railroads in New York. Here are the Erie, the Central and the Rochester State lines reaching for new avenues to Pennsylvania.

The old Cumberland Valley has become the line of a new route in the South, and the southern portion of the State is now to be crossed westward, making three east and west Pennsylvania trunk lines, while middle and western Pennsylvania, on the northern line, are being ploughed into by half a dozen stems or branches. The population of Pennsylvania at the census was nearly 4,300,000, and that of New York less than 5,100,000. While New York is growing magnificently, particularly in the cities, her country is not developing like Pennsylvania.

WITHOUT unremitting labor, success in life, whatever our occupation, is impossible. A fortune is not made without toil, and money unearned comes to few. The habitual loiterer never brings anything to pass. The young men whom you see lounging about waiting for the weather to change before they go to work, break down before they begin—get stuck before they start. Ability and willingness to labor are the two great conditions of success. It is useless to work an electrical machine in a vacuum, but the air may be full of electricity, and still you can draw no spark until you turn the machine. The beautiful statue may exist in the artist's brain, and it may also be said in a certain sense to exist in the marble block that stands before him, but he must bring both his brains and his hands to bear upon the marble, and work hard and long, to produce any satisfactory practical result.

I SPEAK as a man of the world to men of the world; and I say to you, *Search the Scriptures!* The Bible is the book of all others to be read at all ages, and in all conditions of human life; not to be read once or twice or thrice through, and then laid aside, but to be read in small portions of one or two chapters every day, and never to be intermitted unless by some over-ruling necessity.—*John Quincy Adams.*

DEPEND upon it, in the midst of all the science about the world and its ways, and all the ignorance of God and His greatness, the man or woman who can say, "Thy will be done," with the true heart of giving up, is nearer the secret of things than the geologist and theologian.—*Macdonald.*

IT is a singular and cheering fact that, while there have never been so many sects as now, yet there was never so little sectarianism as now,—that is, never so little disposition to quarrel with and abuse by word and deed persons who hold different religious views from our own.—*J. B. Gregg.*

OUR social powers are mighty forces for good or for evil. And we shall be held accountable for the neglect to cultivate them, and the use we make of them. We are constantly drawing our fellows toward a better life, or dragging them to perdition.

THE PRESUMPTION OF BRAINS.*

BY SUPT. ALBERT B. MARBLE.

"Now when fair morn orient in heaven appeared,
Up rose the victor angels, and to arms
The matin trumpet sung; in arms they stood
Of golden panoply, refulgent host,
Soon banded; others from the dawning hills
Looked round, and scouts each coast light armed scour
Each quarter, to descry the distant foe,
Where lodged, or whither fled, or if for fight,
In motion or in halt; him soon they met
Under spread ensigns moving nigh in slow
But firm battalion."

YOU will recognize this from Milton's *Paradise Lost.* It is the beginning of an extract which appeared in *Wela's Parsing Book*, a text-book no larger than a primer, in use more than thirty years ago; and destitute of all the recent improvements in the methods of teaching English. It did not abominate parsing; it even advocated analysis; and it gave a model to show how that complex and "useless" process was conducted. On its first pages was a table to show the modifications of words; and following this, was a lot of Rules of Syntax preceded by the classification of sentences, and the various connectives. Besides the extract from Milton, it contained selections from Shakespeare's *Henry the Eighth*, from Young, from Thomson, and others.

I propose, now, to quote from several of the extracts contained in that parsing-book, to show what kind of language and sentiments children thirty or forty years ago had to deal with; later on I may contrast this with the style of text-books common in recent years. While listening to these extracts, please have in mind the numerous periodicals and books for boys, written in slang phrases, or at best in boyish and not classic language, which is supposed to be fascinating from its familiarity of style.

*Address by Albert P. Marble, Ph. D., Superintendent of Public Schools, Worcester, Massachusetts, before the Massachusetts State Teachers' Association.

From Young, on "Life, Death, and Immortality:"

"This is the bud of being, the dim dawn.
The twilight of our day, the vestibule;
Life's theatre as yet is shut, and death,
Strong death alone can heave the massy bar,
This gross impediment of clay remove,
And make us, embryos of existence, free.
From real life, but little more remote
Is he, not yet the candidate for light,
The future embryo slumbering in his sire."

From Thompson:

"Should fate command me to the farthest verge
Of the green earth, to distant barbarous climes,
Rivers unknown to song; where first the sun
Gilds Indian mountains, or his setting beam
Flames on th' Atlantic isles, 'tis nought to me
Since God is ever present, ever felt,
In the void waste as in the city full:
And where He vital breathes there must be joy."

And another from the same:

"'Tis listening fear and dumb amazement all,
When to the startled eye the sudden glance
Appears far south, eruptive through the cloud;
And following slower in explosion vast
The Thunder raises his tremendous voice.
At first heard solemn o'er the verge of heaven,
The tempest growls; but as it nearer comes,
And rolls its awful burden on the wind,
The lightnings flash a larger curve, and more
The noise astounds; till overhead a sheet
Of livid flame discloses wide; then shuts
And opens wider; shuts and opens still
Expansive, wrapping ether in a blaze.
Follows the loosened aggravated roar,
Enlarging, deepening, mingling, peal on peal,
Crushed horrible, convulsing heaven and earth."

The book had a brief dissertation on Figurative Language. It contained also prose extracts from Burke, Irving, Wirt, Prescott; and from Macaulay's essay on The Puritans, this with the rest:

"The Puritans were men whose minds had derived a peculiar character from the daily contemplation of superior beings and eternal interests. Not content with acknowledging, in general terms, an overruling Providence, they habitually ascribed every event to the will of the Great Being for whose power nothing was too vast, for whose inspection nothing was too minute. To know him to serve him, to enjoy him, was with them the great end of existence . . . . The difference between the greatest and the meanest of mankind seemed to vanish, when compared with the boundless interval which separated the whole race from him on whom their own eyes were constantly fixed. They recognized no title to superiority but his favor; and confident of that favor, they despised all the accomplishments and all the dignities of the world . . . . Their palaces were houses not made with hands; their diadems, crowns of glory which should never fade away. On the rich and the eloquent, on nobles and priests, they looked down with contempt; for they esteemed themselves rich in a more precious treasure, and eloquent in a more sublime language; nobles by the right of an earlier creation, and priests by the imposition of a mightier hand."

These are only samples of the kind of literature which was placed before young pupils more than thirty years ago. In my collection I have one of those parsing-books: the leaves are worn; the edges are frayed and the corners are rounded by use; but they are not dog-eared. The book is not disfigured, but it is annotated. On one margin is the date, April, 1856; and on another, these words: Sarah, Annie, Louisa, Nellie, Delia, Lydia. Who those girls were I have not the slightest conception; but the boy who used the book probably knew; and not unlikely there was an added inspiration in the sublime language he was studying, from their sitting upon the same rude benches with him.

Years ago, twenty-five or more, I visited a school where this book was in use; in a country town in the State of Maine. A class of boys and girls, from 12 to 15 years of age probably, were wrestling with the extract from Milton. They had learned a a few rudimentary principles of grammar; studied the relations of subject and predicate, and become somewhat familiar with syntax, the rules of agreement, etc.; and then they had been plumped right into this war of Milton's angels on the celestial plains, to study the English language:—an imaginary war by imaginary beings, in the regions of pure imagination; all described in language unfamiliar, beyond them, in style the grandest of poetry. The master had not been to college, nor to a normal school; probably not even to a high school. He may not have been far in advance of his pupils in knowledge or experience. He was not very familiar with Milton; but what knowledge he had, he used: he studied the language; he sought the meaning of every line and word; he examined the rules of his grammar and applied them; for did not bright-eyed Sarah, and smiling Annie, and quick-witted Lydia, sit there ready to pick him up if he made a slip or was inconsistent in his grammatical construction or his explanation of the text? and John and William were there equally alert. The latter wants to know the meaning of "matin"—the matin trumpet. "What is 'golden panoply?'" asks another, and "refulgent host;" and, a third, "What is a 'dawning hill?'" "How shall we dispose of 'scouts each coast light-armed scour each quarter?'" asks Annie· "*Coast* is the subject of *scouts*—the coast goes wandering around," says John. "That is absurd," answers Annie; "coasts do not float around." "But this was on the heavenly landscape," replies John; "don't you know that, further on,

it says they tossed about mountains and promontories through the air?" "Yes," says Annie, "but the hills did not fly around themselves; and if they did, *coasts* wouldn't go *scouting* after an enemy; that implies intelligence, as if the coasts were soldiers, like the angels." "And if *coast* is the subject of *scouts*, what is the subject of *scour?*" says bright-eyed Sarah. "Quarter," says John. "But *quarter* is singular, and *scour* requires a plural subject," says Sarah. "It is each quarter," says John, more than one." Here the master is appealed to; and he decides that *each* is a distributive adjective and implies things singly. This upsets John's theory. "I have it," says Lydia; "*scouts* is not a verb in this case; it is a noun of the plural number, and the subject of *scour*, which means to examine closely:—Light-armed scouts scour each coast." "What will you do with quarter—each quarter, then?" says William. "That means about the same thing as *coast;* and it is also the object of *scour;* they explore every place," says Lydia; "the scouts in light armor scour each coast, each quarter." And so they agreed to leave it.

Now, was not every principle of good teaching violated in that school? The master was ignorant of methods; he had not studied psychology; he did not "proceed from the known to the unknown" in sufficiently easy gradations; nor "from the concrete to the abstract." He plunged his pupils plump into the unknown, and he enshrouded them all over in the most etherially abstract.

And he had no handcraft in his school. "There is no education except by *doing* something," you know. He did not know whether Delia could cook, or James plane a board. We quote from the *New York School Journal*, Oct. 23, 1886: "The child that does nothing learns nothing. There is a theory that the training of the mind can be accomplished without the activity of the senses. The theory is a false one! We gain knowledge only by means of the senses, and we can impart it only through the same means. The teacher who imagines he can educate his pupils by thinking without the use of eyes, hands, or ears, is wonderfully mistaken. There is no thinking, pure and simple, abstracted from the world in which we live. Any thought, worthy of the name, takes hold of the live questions of the day. It cannot be otherwise."

Then the schoolmaster above was all wrong. The senses had not much to do with Milton's angels, who could not be seen nor heard. The celestial region, the scene of their battles, has no place on the map. There are no coasts for the light-armed scouts to scour; and the boys and girls, Delia, Lydia, John and William, gained no knowledge. But it seemed to me, and it keeps seeming, that Lydia and John and the rest developed and displayed a good deal of acumen in their study of the language:—a kind of acumen which has distinguished many eminent men and women; an acumen which has made them highly useful members of society; an acumen which has made great men in politics; at the bar; in philosophy; in science; in literature; and poetry; in art; in society as leaders; and not less in business activity; for it is the mind that plans more than the hand that executes, which achieves success. And this acumen which makes the great, great, augments on a lower plane, and in less degree only, the power of the little. Julia and John, who can doubt? became better members of society for the mental activity called forth by this abstract study of language.

But this opinion must be all wrong; for, you know, "The teacher cannot educate his pupils by thinking!" Our teacher ought to have taught language by using language. Delia and Sarah, James and William, should have been set to writing "exercises" for the teacher to "correct."

But they had nothing to say. Their minds were filled with only the commonplace. And would it have been better for them to be scribbling vapid inanities than to be brought face to face with the sublime imaginations, the glowing imagery, and the rich measures of one of England's greatest poets?

Our boys and girls, above, studied in a little red school-house on a hill. In the foreground, a lake; on the western horizon, the snowy summits of the White Mountains; around, a community of God-fearing men and women; near by, a church; all around, forests and fields, hills and meadows; above, the sky, the stars, and the warring elements of our New England climate. All this was before their eyes. Did they see it? Housed snugly in the little school, they had heard the rain blown in sheets against the window panes, and the reverberating thunder had many a time made them huddle close around their teacher. In winter the snowy blast had blocked their way to school; and the whistling winds had moulded fantastic shapes on the leeward side of the stone walls by the way; and the snow was sifted up from the peaks which it had formed like smoke from an active volcano. The spring with its melting

snows, its swollen streams, and its opening buds and expanding leaves—and all its varied forms of animal life—had come and gone. Was it of any use for those pupils to study the poet's expression of these changes in nature, in the old parsing book, and the construction of the language as well?—

"These as they change, Almighty Father, these
Are but the varied God. The rolling year
Is full of Thee. Forth in the pleasing spring
Thy beauty walks, Thy tenderness and love."

And could they appreciate the description of the thunder storm, quoted above? O, no. They could not learn without doing!

"The Puritans," said Macauley, "were men whose minds had derived a peculiar character from the daily contemplation of superior beings and eternal interests." These children's minds had derived a nobler character from the contemplation of great thoughts expressed by the masters of our language; and to say that they should have been put to writing in place of that, and to the exclusion of that, as an exercise in language, or to the training of their hands instead of their brains in school, is the very consummate quintessence of absurdity!

In these days most children are thought to be too feeble to go to school in a storm. Instead of the little red school house on the hill, they have palaces of pressed brick, with furnaces, double windows, and polished desks; and when it rains, the storm signal stops the school. We do not recognize the probability of physical hardihood; and we do too little to develop it.

No more do we recognize intellectual vigor,—brains,—in the child; and many of the recent methods of teaching do not stimulate the growth of mental fibre. To begin with, the kindergarten is an attempt to systemize play, and a species of legerdemain to get from play the discipline of work. But play, useful and necessary as it is, is spontaneous activity; and it ceases to be play when reduced to a system. The child needs work, easy to be sure, but work. Is there not ground for the suspicion that a child left alone to play with his father's boots for horses, a chair for a carriage, and a string for the lines, has developed greater mental activity and power in the exercise of a constructive imagination, than he would acquire in the same time in the kindergarten with the scientific teaching and the succession of "gifts?"

Next object teaching comes in and entertains the child through the senses; as if the senses were all-important, and the brain non-existent or not to be disturbed. But the sense preceptions predominate in the child; his whole life before coming to school is made up of them. It is not these that need stimulating, so much as the mental activity to which they ought to lead. The objective method is good, even indispensable, in due proportion; but the tendency is to so emphasize it as to neglect the brain, which most needs and has less of the training. Continued beyond the proper point, it clips the wings of the imagination and stunts the mental growth.

When we come to reading, the methods are simplified to the last homeopathic dilution. The simplest word is illustrated by a picture of the most familiar object—a cat; and from this we advance by imperceptible gradations, interminably. This elementary process is good for a start; but it should be dropped very early—as soon as the child catches the notion of what reading is. There is a presumption that the child has brains, and that he can soon see through so simple a process.

And spelling is tabooed by many "progressive educators;" especially the spelling-book; as if it were too great a tax upon the "gray matter" of the brain for the child to learn to spell a word which he has not used!

In number, objects and pictures are used, in many of the highly elaborated text-books, to such an extent that any one of the higher orders of domesticated animals ought to learn the elementary processes of arithmetic in less time than is assigned for the average child. I am not objecting to these ingenious methods, at the beginning; but they ought to be dropped at the earliest possible moment, so that the child may be compelled to employ his own activity—to use his brain; for, let it not be forgotten, the child is presumed to have brains.

In the study of language—for grammar is a term not to be tolerated till the age of adolescence—the simplifying process has eliminated everything above mere childish twaddle. Nothing beyond the child's limited comprehension is to be placed before him. The geography is made as familiar as the school yard. The supplementary reading is, much of it, written down to the child's low level. Finally the text-book is abandoned; and the teacher, laced in corsets of snug-fitting programmes and definite directions, is set up to talk, talk, talk. School must be made interesting. The children must not be overworked, you know.

And furthermore: Not content with this careful avoidance of everything which may

tax the brains of children, a new sect has arisen who clamor for the substitution of hand-training to take the place of brain culture. So careful are they not to interfere directly with the brain, that they aim to cultivate it at arm's length—through the hand!

In a monograph on *How to Teach Reading*, by G. Stanley Hall, several of the elaborate methods of teaching reading and writing are described. This book ought to be read three times by every teacher in the land. He says: "While a good pedagogic method is one of the most economic—of both labor and money—of all inventions, we should never forget that the brightest children, and indeed most children, if taught individually or at home, need but very few refinements of method like the above. Idiots, as Mr. Seguin first showed, need and profit greatly by very elaborate methods in learning how to walk, feed, and dress themselves, which would only retard the normal child."

From a set of text-books which might easily be selected, the inference would be unavoidable that idiots, and not normal children, are supposed to fill our schools. It is refreshing to note, however, that a reaction from this vicious tendency has already begun. Especially such books as *Classics for Children* (Ginn & Co.). and the admirable series by Houghton, Mifflin, & Co., seem to assume that children still have brains to delight in something besides accumulated nonsense. It goes without saying, that there are hosts of such books in every branch of study.

Let us turn now from our little school in Maine to the hills of Hampshire County. At a time when boys studied Latin and Greek from the classic writers themselves, instead of bothering their brains with impossible pronunciations, and labyrinthine accents, quantities, constructions, and classifications; with none of the modern pedagogical dilettanteism; when children had a chance to use their brains in learning the science of numbers, without that namby-pamby, wishy-washy dilution of the science seen in so many of the primary lessons and methods of teaching number, which brings it below the intelligence of an ordinary bright, domesticated monkey; when there was left in the minds of teachers the presumption that a boy could "do" something before he came to school and outside of the school; when there was also a presumption that a child clothed and in his right mind, and standing erect in the image of God, has an organ denominated the brain; when it was assumed that a pupil coming to school knew enough to come in when it rains, and to find his way home; while yet there was left in the school curriculum, either from necessity or from choice, a little time for reflection and thought, and children were expected to think for themselves, and were required to do so, like our Annie, Sarah, and John, spoken of above; when teachers had some individuality, and were not expected to fill their little cups daily from the overflowing fountain of the superintendent's ample omniscience, and daily dole it out to the children assembled at their knees;—in that day, near the beginning of the nineteenth century, a boy was born who, at the age of nineteen. wrote a poem which has also appeared in a parsing-book, in many a reading-book, and on the title-page of Thomas's *Almanac*, where it has been an educational force:

"The hills,
Rock-ribbed and ancient as the sun; the vales,
Stretching in pensive quietness between;
The venerable woods; rivers that move
In majesty, and the complaining brooks
That make the meadows green, and poured round all,
Old ocean's gray and melancholy waste—
Are but the solemn decorations all
Of the great tomb of man."

This was a man who could "do;" he was educated in school without the use of tools. He had brains. If he had been subjected to the most widely advertised modern methods in a school at the age of six years, would anybody have discovered that organ? I didn't think so once; I may be wrong now; but I am coming to fear that if Mr. Bryant, at the age of six years and on, had been subjected to all the fine-spun and long-drawn-out processes of modern schools, it would have spoiled the grandest poet of Nature of our times. I am not claiming that the old schools were altogether better than the new; but there was in them the one thing needful which the new schools are liable to miss; namely: The necessity for thought, and individual self-activity on the part of the child.

Now, let me not be misunderstood. In the kindergarten, in the new methods of teaching, and in the new text-books, there are many invaluable helps. The conditions of our schools are altogether different from the one I have attempted to describe. Modern city life has its advantages, as well as the rural life of the past. Modern society surrounds the child with a different, and sometimes a vitiated, atmosphere; that atmosphere is also, in some ways, inspiring.

In so far as opportunity for thought and reflection, for the germinating, so to speak, of ideas is lost, the tendency is a bad one. And when the science of teaching is carried so far that a method and a plan are substituted for an intelligent, active, interested teacher; when the mental pabulum is chopped up so fine, and stewed into a porridge, so that the child has nothing to do in masticating it or digesting it, then we want less science and more actual teaching —which implies work on the part of the child. Why, I have sat an hour at a teachers' convention and listened to an elaborate disquisition illustrated by diagrams on the blackboard, to show the psychological and pedagogical significancy of this or that curve in teaching penmanship; and it would not surprise me if the General Court should be urged, by a "member of the Board of Education" fortified by a resolution of this convention, to enact a law requiring all cities of 50,000 or more inhabitants to make penmanship a prime study in the normal and high schools, especially in the evening high schools! Instead, now, of any educational significance in penmanship, it is a mere knack, dependent upon careful practice and not too much work, which spoils the handwriting of many men.

The first ideas of number undoubtedly come from material things; but the science of computation is abstract; and the power of abstract thought is in the mind of every healthy child; and it should be discovered as soon as it shows itself, and be brought into activity. Whatever may be true of most of our early conceptions' coming from the senses, can the conception of right and wrong, of justice, of virtue, be derived from the senses? No.

I tell you what it is, fellow-teachers, there is a presumption at the start that the child has brains. It is safe, also, to assume that he had used that organ to some extent, and in more directions than one, before coming to school; and he must be compelled to use it again, and to use it constantly. This presumption will enable you to skip many of the methods, and to lighten and shorten your work. And in the rare instances where the presumption does not hold, and in so far as the presumption does not hold, you still have the elaborate methods "adapted to idiots."

And there is another presumption of brains, namely: in the Teacher. A teacher with brains and pupils with brains we have a right to expect; and if we do, we may save ourselves some of the labor. For example, the superintendent need not feel obliged to mark out, from day to day, all that every teacher in every school is expected to do with every child. The teacher is presumed to have brains. The child is presumed to have brains. Let them be used. That is the way the schoolmaster at Cummington did, and we have had a Bryant. That is the way the master did in the school I have described; and Sarah and Annie, Delia, Louisa, Nellie, and Lydia, and John, James, and William were the better for the study of Milton and Bryant, Prescott, Irving, Burke, and Macaulay.

WANTED: A VOCABULARY.

BY GEORGE E. MARSHALL.

IF upon the completion of the usual high school course our pupils can write a tolerably decent letter, and carry on a conversation without absolutely butchering the king's English, we as teachers, may congratulate ourselves upon our work.

No department of study from the primary grades to the senior year of the high school is of more or as much importance as this study of the English tongue, and no subject gets less attention, less preparation, and more poor teaching, than it does. The poor work done in this matter has become so marked as to be a serious defect. What avails it if our pupils can delve in logarithms, prate glibly concerning the nebular hypothesis, or the structure of the earth's crust, and yet be wholly ignorant of their mother tongue? The ignorance of the average high school pupil, regarding his own language, is something appalling. Leaving aside for the present any question of criticism upon methods of teaching English—many of which are deserving of utter condemnation—we will simply state what all teachers of experience in this matter know to be a fact, *i. e.* the results are usually poor. When a child comes to the high school, practically he is introduced to the dictionary, that is so far as his intelligent usage of it is concerned. He has no vocabulary, consequently he is placed at a tremendous disadvantage in all his work. This state of affairs is bad, and must needs be righted at once. Time which is required for other studies must be taken for this purpose, for without the ability to express himself intelligently, the pupil will find his work all up hill.

There should be more dictionary work

with pupils in grades preceding the high school, and it should be so arranged as to procure definite and appreciable results. Giving long lists of words to "look up" is likely to do no good. Indeed, a more foolish waste of time I cannot imagine—the words after being defined should be used in conversation and composition till they become perfectly familiar to the child. and their usage becomes perfectly natural. When a pupil enters the high school after eight years of preparatory training he should have at his command a fair vocabulary and some idea of the choice of synonyms. Is this the case? Look at the blank stare in the faces as some words—for example: tolerate, imprecation, condign or garrulous—are used, and read the answer. It is a commentary and a forcible one when boys and girls ranging from fourteen to sixteen years of age are unable to express themselves with any sort of correctness or fluency, not to mention elegance. I have indicated that the root of the difficulty lies in the fact that pupils have no vocabulary. They may have defined words *ad infinitum*, but after that they were never used. No especial effort was made to impress them upon the memory. So much trouble have I had in this matter that I tried a simple experiment not long ago, the results of which I give, and commend the same to any teacher who doubts the correctness of my diagnosis. I found that while my pupils were familiar with grammar and composition they lacked a vocabulary. I selected a class of pupils which had been in the high school some three months, and which previous to its admission had been tortured in the most approved style through all manner of grammatical intricacies. It was a class of the average ability, with ages ranging from thirteen to seventeen years. Upon coming to recitation one day I placed a list of words upon the blackboard and requested them to write me a brief description or story properly using the selected words, which were *Preliminary*, *Intrusive*, *Isolate*, *Reveal*, *Ingratiate*, *Antipathy*. Not a word in the list but which every child should have been able to correctly use.

The result of their efforts surpassed even my expectations.

A Dispute.—The preliminary subject which was in the intrusive minds of the debaters was very deep. They were very isolate in their talk and after three days of dispute the subject came to a reveal. To ingratiate the subject would be hard for me. This dispute took place at the court house in Chicago.

A Walk.—One very pleasant day I took a walk with one of my friends. She insisted on my going with her as she had some preliminary articles to purchase when we reached town. I would ingratiate her by walking too fast or having too much to say. An isolated being passed us by, who would reveal at all we had to say, and his remarks were full of antipathy.

A Walk.—A friend and I were one fine day taking a preliminary stroll in the woods. We had gone some way, when as we were going past a large tree we heard a strange noise which seemed to proceed from behind it. We went to the place but could see nothing. There was a large hole in the tree, and looking in a nest full of young owls were revealed to us, who seemed to think us very intrusive and ingratiate. The tree was very old and isolate looking. We took one and went home.

A Lecture.—We went to hear a preliminary lecture; it was to reveal some very important news about some hard subjects in arithmetic. The lecturer told us to antipathy. We heard some people sitting beside us say they were isolated to go and make a lady a visit, and then I heard them say, that some one had said they were intrusive: after this we were ingratiated to leave.

An Excursion.—After many preliminary words I started off on our intrusive excursion. To ingratiate my friends I did not take any one along with me. My walk led to an isolated place called Bleak Rocks, which reveal no hidden treasures in the shape of precious stones to the explorer, but on the contrary abound with limestone, for which I have a strong antipathy.

These five examples selected at random from many are by no means the worst.

Evidently the pupils had no idea whatever of the correct meanings of the terms. Had they been Greek they could not have been more unintelligible to them. Some days afterward I placed the following list upon the board:

Suavity.	*Patrimony.*	*Plebeian.*
Heinous.	*Cynosure.*	*Obeisance.*
Virago.		*Squalor.*

Pupils were given opportunity to obtain definitions, they were used in extempore sentences, the meanings fastened, if you please, and one day I called for another exercise requiring the use of the words. I give you a few results.

At a Circus.—I went to a circus with a lady who had received a large patrimony from her father. Our seats were near a young lady who showed great suavity of manner. She was the cynosure of all who were near. When we came in she made us an obeisance and told us about a virago who with her plebeian companions lived in squalor and who had just committed a heinous crime.

Some Queer Neighbors.—They lived in squalor and dirt and had a plebeian appearance. The mother deserved the name of virago, and her only patrimony seemed to be her tongue and strength which she used in a very able manner. An officer came to the door one day

and, with much suavity, told her she was wanted for disturbing the peace, and she went with an obeisance, followed him being the cynosure of all eyes.

A Fable.—A virago, who lived among the plebeians, having squandered her patrimony, was reduced to great poverty and lived in squalor. One day, after committing some heinous crime, as she was wandering about the streets, the cynosure of all eyes, one of the nobles passed and noticing the suavity with which she made obeisance to him, took pity on her and rescued her from her life of poverty.

Don Quixote.—Don Quixote was a plebeian, but imagined himself no less important a personage than a knight. He received a large patrimony, but instead of attending to it himself, he left it in the care of servants, who lived in a state of squalor. Mounted on an old horse called Rosinate, he set out, carefully armed, in search of adventure. He was accompanied by a squire as is the custom who was mounted on a mule. The squire was endowed with all the suavity that most squires are. Having committed no heinous crime or offense, Don Quixote marched proudly through the town until he came to a tavern. He and his squire now alighted and went into the tavern, where they found themselves the cynosure of all eyes. The landlord had a daughter who was very strong and healthy. Now Don Quixote fell in love with this virago, and with an obeisance he calmly asked her for her hand in marriage, but was not accepted. So he immediately with his squire mounted and proceeded on his way, thirsting for the blood of some unfortunate knight.

Evening in Camp.—About twilight as we float slowly down the river in the skiff, we obtain a good view of the camp and its surroundings. The camp fire is burning brightly and throws a beautiful light over the whole scene. On a log two little urchins demurely sit gazing into the fire. They look like they have been accustomed to living in squalor all their lives, but it is not considered a heinous crime for either boy or girl to look like gypsies in a camping expedition. But the cynosure of most of the campers is a fisherman's wife, who has just come with some fish. She is a perfect virago. As usual she makes an obeisance to the ladies, and then begins with great suavity to praise her fish. After she has them disposed of, she sits down to tell a long story. Our skiff has landed and we come in time to hear her mention a patrimony due her from a deceased uncle, whom we afterwards find to be one of the plebeians of the vicinity who had a small fortune. She leaves, and twenty merry young people gather around the fire, some reclining in hammocks and others sitting on logs to make the woods ring with our song and horrible ghost stories, and at intervals have fireworks to console our friends on the other shore.

These, also selected at random, while far from perfect, were enough better to confirm my opinion that the crying need of the pupils is the lack of a vocabulary. A little practice in the use and choice of words, and I hope to have a class that will eventually have at least a dim idea of the possibilities of our glorious English.

Central School Journal.

HOW TWO WENT INTO PARTNERSHIP.

A STORY FOR THE BOYS AND GIRLS.

BY HOWARD PYLE.

THIS was the way of it. Uncle Bear had a pot of honey and a big cheese; the Great Red Fox had nothing but his wits.

The fox was for going into partnership together, for he says, says he, "A head full of wits is worth more than a pot of honey and a big cheese."

Uncle Bear was well enough satisfied, and so they went into partnership together, just as the Great Red Fox had said. As for the pot of honey and the big cheese, why, they were put away for a rainy day, and the wits were all that were to be used just now.

"Very well," says the fox, "we'll rattle them up a bit." And so he did, and this was how:

"See now," says he, "I am a bit sick to-day, and I will just go and see the Master Doctor over yonder."

But it was not the doctor he went to. No, no; off he marched to the storehouse, and there he ate a part of the honey. After that he lay out in the sun and toasted his skin; for that is pleasant after a great dinner.

By-and-by he went home again.

"Well," says Uncle Bear, "and how do you feel now?"

"Oh, well enough," says the Great Red Fox.

"And was the medicine bitter?" says Uncle Bear.

"Oh no; it was good enough," says the Great Red Fox.

"And how much did the doctor give you?"

"Oh, about one part of a potful."

"Dear! dear!" thinks Uncle Bear, "that is a great deal of medicine to take, for sure and certain."

Well, things went on as smoothly as though the wheels were greased, until by-and-by the fox grew hungry for a taste of honey again; and this time he had to go over yonder and see his aunt. Off he went to the storehouse, and there he ate all the honey he wanted; and then, after he had slept a bit in the sun, he went back home again.

"Well," says Uncle Bear, "and did you see your aunt?"

"Oh yes," says the Great Red Fox. "I saw her."

"And did she give you anything?" says Uncle Bear.

"Oh, yes she gave me a trifle."

"And what was it she gave you?" says Uncle Bear.

"Why, she gave me another part of a potful; that was all," says the Great Red Fox.

"Dear! dear! but that is a queer thing to give," says Uncle Bear.

By-and-by the Great Red Fox was thinking of honey again. And now it was a christening he had to go to. Off he went to the pot of honey, and this time he finished it all, and licked the pot into the bargain.

"And had everything gone smoothly at the christening?"

"Oh, smoothly enough," said the Great Red Fox.

"And did they have a christening feast?"

"Oh yes; they had that."

"And what did they have?" asked Uncle Bear.

"Oh, everything that was in the pot," says the Great Red Fox.

"Dear! dear!" says Uncle Bear "but they must have been a hungry set at the christening."

Well, one day Uncle Bear says, "We'll have a feast, and eat up the pot of honey and the big cheese, and we'll ask Father Goat over to help us."

That suited the Great Red Fox well enough, so oft he went to the storehouse to fetch the pot of honey and the cheese; as for Uncle Bear, he went to ask Father Goat to come and help them eat up the good things.

"See now," says the Great Red Fox to himself, "the pot of honey and the big cheese belong together, and it is a pity to part them." So down he sat without more ado, and when he got up again he had eaten all the cheese.

When he came home again, there was Father Goat toasting his toes at the fire and waiting for supper; and there was Uncle Bear on the back door-step sharpening the bread knife.

"Hi!" says the Great Red Fox, "and what are you doing here, Father Goat?"

"I am just waiting for supper, and that is all," says Father Goat.

"And where is Uncle Bear?" says the Great Red Fox.

"He is sharpening the bread knife," says Father Goat.

"Yes," says the Great Red Fox, "and when he is through with that he is going to cut both your ears off."

Dear! dear! but Father Goat was in a great fright; that house was no place for him, and he could see that with one eye shut. Off he went, as though the ground was hot under him. As for the Great Red Fox, why, he just went out to Uncle Bear. "That was a pretty body you asked to take supper with us," says he; "here he has marched off with the pot of honey and the big cheese, and we may just sit down and whistle over an empty table."

When Uncle Bear heard this he did not tarry, I can tell you. Up he got, and off he went after Father Goat. "Stop!" he bawled; "let me have one of them at least."

But Father Goat thought he was speaking of ears, for he knew nothing of the pot of honey and the big cheese; so away he scampered till the gravel flew behind him.

And this was what came of that partnership; nothing was left but the wits that the Great Red Fox had brought into the business.

"See now," says the Great Red Fox, "Farmer John, over yonder, has a storehouse just full of sausages and chitterlings, and puddings, and all sorts of good things. As nothing else is left of the partnership, we'll just churn our wits a bit and see if we can make butter with them, as the saying goes;" so off they marched arm in arm.

By-and-by they came to Farmer John's house, and nobody was about, which was just what the two rogues wanted; and yes, there was the storehouse as plain as the nose on your face—only the door was locked. Up above was a little window just big enough for the Great Red Fox to creep into, though it was ever so high. 'See now," says he to Uncle Bear, "just give me a lift up through the window yonder, and I will drop the good things out for you to catch."

Yes, that seemed right to Uncle Bear, so he gave the Great Red Fox a leg up, and pop! there he was in the storehouse like a mouse in the cheese-box

As soon as he was safe among the good things he bawled to Uncle Bear, "What shall it be first—sausages or puddings?"

"Hush! hush!" said Uncle Bear.

"Yes, yes," bawled the Great Red Fox, louder than ever; "only tell me which I shall take first, sausages or puddings."

"'Sh-h-h-h!" said Uncle Bear. "If you are making such a noise as that, you will have them abour our ears. Take the first that comes, and be quick about it."

"Yes, yes," bawled the fox, as loud as he was able; "but one is just as handy as another, and you must tell me which I shall take first."

But Uncle Bear got neither pudding nor sausage, for the Great Red Fox had made such a hubbub that Farmer John and his men came running, and three great dogs with them.

"Hi!" said they, "there is Uncle Bear after the sausages and puddings," and there was nothing for it but for him to lay foot to the ground as fast as he could. All the same it was a good drubbing he had before he got home, and his bones ached for many a long day.

As for the Great Red Fox, all he did was to to look on from the window of Farmer John's storehouse until the others were well away, for nobody saw him. Then he filled a bag with the best he could lay his hands on, and opened the door from the inside and walked out as though it were from his own barn, for there was nobody to say "No" to him. He just hid the good things away in a place of his own, and it was little of them Uncle Bear got, I can tell you. By-and by Master Fox came home groaning in such a way that it would have moved a heart of stone to have heard him.

"Dear! oh dear! what a drubbing I have had!" said he.

"And so have I," said Uncle Bear, grinning over his sore bones as though cold weather were blowing snow in his teeth.

"See now," said the Great Red Fox "this is what comes of going into partnership and sharing one's wits with another. If you had made your choice when I asked you, this butter would never have been spoiled in the churning."

But things do not last forever, so by-and-by

the good things from Farmer John's storehouse gave out, and the Great Red Fox had nothing in the larder.

"See now," said he to Uncle Bear, "I saw them shaking the apple-tree over at Farmer John's to-day, and if you have a mind to try the wits that belong to us again, why, we'll go and bring a bagful apiece from the storehouse."

Yes, that suited Uncle Bear, only there must be no picking and choosing this time.

Well, the Great Red Fox agreed to that; so off they marched, each of them with an empty bag to fetch back the apples. By-and-by they came to the storehouse, and nobody was about. This time the door was not locked, so in the two of them went, and began filling their bags with apples. The Great Red Fox tumbled them into his bag as fast as ever he could, taking them just as they came, good or bad; but Uncle Bear took his time about it and picked them all over, for, since he had come there, he was bound to get the best that were to be had.

So the upshot of the matter was that the Great Red Fox had his bag full before Uncle Bear had picked out half a score of good juicy apples.

"See now," says the Great Red Fox, "I'll just peep out of the window yonder, and see if Farmer John is coming." But in his sleeve he said to himself, "I'll just slip outside and turn the key of the door on Uncle Bear, for somebody will have to carry the blame for this, and his shoulders are broader and his skin tougher than mine, and he will never be able to get out of that window.,'

But listen! A hasty man drinks hot broth, and so it was with the Great Red Fox; for up in the window yonder they had set a trap to catch rats. But he knew nothing of that. Out he jumped from the window, and click! went the trap, and caught him by the tail, and there he hung.

"Is Farmer John coming?" bawled Uncle Bear by-and-by.

"Hush!" said the Great Red Fox; for he was trying to get his tail out of the trap.

But the boot was on the other leg now. "Yes, yes," bawled Uncle Bear, louder than before; "but tell me, is Farmer John coming?"

"'Sh-h-h-h!" says the Great Red Fox.

"No, no," bawled Uncle Bear, as loud as he could; "what I want to know is, is Farmer John coming?"

Yes, he was; for he had heard the hubbub, and here he was, with a lot of his men and three great dogs.

"Oh, Farmer John," bawled the Great Red Fox, "don't touch me; I am not the thief. Yonder is Uncle Bear in the pantry; he is the one."

Yes, yes, Farmer John knew how much of that butter to eat. Here was the rogue of a fox caught in the trap, and he wasn't to be talked out of the beating that was ready for him, and that was the long and short of it.

When the Great Red Fox heard this, he just pulled with all his might. Snap! went his tail, and broke off close to his body, and away he scampered, with Farmer John, the men and the dogs after him.

What is the meaning of this rigmarole? Why, this: When a rogue and another crack a nut together, it is not often the rogue who breaks his teeth by trying to eat the hulls. And this too: But when one sets a trap for another, it's a toss of a copper whether or no it flies up and pinches his own fingers.—*Harper's Young People.*

SIMPLICITY OF ATTIRE.

CONDUCIVE TO PROMOTION OF SOCIAL PURITY.

BY JOSIAH W. LEEDS.

SOME weeks ago, having occasion to cross from Jersey City to New York, I observed on the opposite side of the ladies' cabin of the ferry-boat in which I was seated, two young women of probably eighteen years of age, who appeared to derive excessive entertainment from scanning and criticising the apparel of those of their own sex who successively entered the cabin. Each lady, as she came inside the door, was rapidly "looked over" by the two giddy watchers, who would then exchange meaning glances, arch their eyebrows, and give way to a remark, giggle, or laugh. Evidently, dress was in all their thoughts. It was said to me some years ago by a friend who had just returned from the city of Washington, when in referring to the frivolity and the licentiousness prevailing there, he repeated the remark of a high official—that it was not in most cases mere "badness" that led so many young women astray, as it was the craving to be richly and fashionably dressed, to gratify their love of adornment and display, to shine above others.

A worthy woman said to my wife, when discoursing upon this subject in connection with benevolent work among the poor and the outcast, that upon a certain occasion, dressed in elegant attire, she had made a visit to a home for the fallen. Upon leaving the house she felt decidedly pleased with herself at the orderly behavior of the inmates, and the seemingly respectful attention with which they had received her moral remarks. Afterward, however, when the matron observed that "the girls were so glad to have you come, for indeed it did their eyes good to feast on so fine a dress and to see the latest fashion," she said that she felt humbled to the dust, and as though she could sink through the floor. The lesson was never forgotten, for she has always since then been careful to dress with simplicity when duty called her to such places.

Corroborative of the above is the following: A repentant female convict in one of our penitentiaries, pleadingly said to a benevolent woman visitor, that she wished the ladies who came to the prison to speak and pray with them would dress more simply, for the prisoners' thoughts were often so drawn away to the visitors' fine or fashionable attire, that they received no good impressions whatever, but rather the reverse. Her own fall had been caused by dress. A visitor to our county prison, looking upon a number of young women who had been locked up over night for disorderly conduct, wondered that she should see females so finely dressed in such a place. She was given to understand that it was the love of gay attire which, more than aught else, had been the cause of their downfall.

It is not, therefore, simply against sensuous or indecent attire that I plead, but against such attire in general as is out of conformity with what the Apostle commends in his well-known remarks to Timothy, that the apparel of those professing godliness needs to be of that modest character which properly accords with the "shamefacedness and sobriety" of Christian women. Probably it may seem to some that it may be a rather tame, and not a particularly direct and *heroic* method of combating the social evil—this of going counter to the generally accepted styles of dressing and adorning, and so appearing in a way which might cause one to be mistaken for a primitive Methodist, or even a Quaker. Some may even deem it to be ridiculous or despicable. Nevertheless, unless there is a breaking away from this enslaving spirit of fashion, it seems to me there can be no permanent progress made in the direction of social purity reform.

Of that noble Roman matron, Cornelia, daughter of Scipio Africanus—renowned for her virtue, and called the most famous and honorable woman of her time—it is said that she was never accustomed to wear rich apparel, but such only as was very plain, esteeming her children, whom by example and precept she had instructed in virtue, her greatest ornaments. So, the early Christians, believing that the pursuit of the world's changeable fashions begat a worldly spirit and an antagonism to the Cross, encouraged simplicity in this as in other particulars. "The garments which we wear," says Clement of Alexandria, "should be modest and frugal." Chrysostom commends Olympias, a lady of birth and fortune, for having in her dress nothing that was wrought or gaudy. Jerome praises Paula, another lady of quality, for the same reason. It was the opinion of Wesley that gay and costly attire were not to be donned on the plea, "I can afford it." He observes with emphasis: "No man living can *afford* to waste any part of what God has committed to his trust. None can *afford* to throw away any part of that food and raiment into the sea, which was lodged with him on purpose to feed the hungry and clothe the naked. And it is far worse than simple waste, to spend any part of it in gay or costly apparel. For this is no less than to turn wholesome food into poison. It is giving so much money to poison both yourself and others, *as far as your own example spreads*, with pride, vanity, anger, lust, love of the world, and a thousand 'foolish and hurtful desires,' which tend to 'pierce them through with many sorrows.'"

An observant Christian, Elizabeth P. Allan, writing in the *Sunday School Times* concerning the way these things work among the "Sabbath-school" children, and what is the responsibility of mothers in this matter, says:

"The little circle of faces seemed to rise before me, and I realized that my chief obstacle in gaining and holding their attention and interest was their own attire. I don't know what special device the devil has for preventing boys' classes from giving heed (some other teacher knows that), but this matter of dress is one that never seems to fail him, at any season of the year, on the girls' side of the room. Of course, the tug of war between me and the enemy comes at the turn of the seasons. A teacher with any knowledge at all of the feminine heart must make allowances for the intense interest which each of the six little girls feels in the winter or summer outfit of the other five; that must be accepted. But just as I get my class, as I hope, to a reasonable state of indifference with regard to hats and dresses, some mother provides Jennie with a new costume, and for several successive Sabbaths efforts are made by the other five after some variety in their own dress, and the precious lesson time is spent in speculations as to the effect of these changes; admiration, disapproval, or, too often, envy of the others. And in such a troubled atmosphere the white-winged blessings cannot settle. I could describe an infinite variety of forms which this evil assumes, for I would fain reach the ear of the mothers with a plea for help."

There are doubtless many beside the writer of this essay, who have deplored the *brigand* style of hats for women and girls

which of late years has become so common. To place a hat of this sort, peaked atop, flared up in front or at the side, and conspicuously decorated with feathers or plumes, upon the head of a modest school girl, seems tantamount to bidding her be bold, to hold her head high, and to speak her mind smartly. The influence of this costume in producing just this effect of unfeminine boldness, is probably greater than most of us have any conception of. Its tendency cannot be otherwise than one of antagonism to that meek, lowly, and chaste demeanor which the Lord our God delights in. Recently I read a pathetic story concerning a pretty-looking young girl of unusually retiring but engaging manners, whom the narrator of the account had observed to take the train at a certain station to attend school in the city. When she first began to make the daily trips she was very backward in her way, and seemed shocked at the free and boisterous manners of other girls *en route* to school like herself. But in a single season she was observed to have developed into a bold, smart-spoken miss. The not unexpected sequel was a runaway match with an unprincipled man, and heart-broken parents at home. I wondered to what extent this ruin was made possible through wearing the bold style of hat I have referred to. Repelled at first by the ill-bred behavior of the other girls, she soon became their willing companion, and doubtless quickly fell in with their style of dress, as she had with their manner of address.

The fashionable styles of reception and opera dress in vogue the past year, seem to have partaken of a more sensuous character than anything previously known in American "society." A passing comment—from the New York correspondent of the *Public Ledger* of Philadelphia—is in point. He says: "The Roman Catholic press are joining their Episcopalian contemporaries in denouncing or deprecating some of the prevailing fashions in apparel, especially at places of amusement. Thus, in the same spirit that characterized an article in the *Churchman*, from which your correspondent had occasion to quote the other day, the *Freeman's Journal* of to-day does not hesitate to declare, what a secular writer perhaps would hesitate to say, that 'Juvenal's description of the dress of the Roman matrons in the worst days of pagan Rome would almost fit the immodesty of Christian women at this day at the opera house in New York.' This is severe, but it may not be undeserved."

Again, a metropolitan paper moralizes as follows: "And there are thousands going her way, intoxicated with the excitement that comes from brilliant assemblages, compliments meant and not meant, and the whole phantasmagoria of the great world of hollow mockeries. The mass of the human race has not yet progressed to the point of perfection where the bar of modesty may be removed with safety. The respectable theory of a *decollete* costume is that it is artistic and beautiful, that it satisfies the æsthetic taste. But a thing may be highly artistic and highly immoral at the same time, and one can sacrifice good taste and propriety in the pursuit of the artistic. Innocence and good motive are a protection so far, and no further. If in order to fill the requirements of the art of fashionable dressing a woman subjects herself to criticism that would make her cheeks burn like a red-hot coal, is she not losing more than she gains?"

Christian Statesman.

LAYMAN'S VIEW OF PUBLIC EDUCATION.

THE president of the Board of Education at Akron, Ohio, Mr. Louis Miller, is one of the few business men of our acquaintance who are thoroughly interested in education. He has devoted to the subject much time and thought. He is emphatically a man of affairs, keen to observe and quick to generalize, a thorough master of practical problems, with genuine appreciation of the ends sought. For all these reasons we read with interest, his address before a recent meeting of teachers at Akron, "A Layman's View of Public Education." We commend this address to all teachers, because it presents the views of an honest, practical, successful man, who has given genuine thought to a subject which most people seldom study.

Two points in this address will bear comment. In discussing the amount of time required for the best possible preparation for life work, as at present arranged, Mr. Miller says: "For exclusively family training, six years; primary, eight years; secondary, four years; superior, four years; special, two years; apprentice, three years; total time of preparation, twenty-seven years; leaving six years of the average life of man to live." Admitting the time devoted here to each part of the preparation, we still must dissent from the remark

"leaving six years of the average life of man to live." The greater part of the human race die before they reach the age of twenty-seven. It is therefore manifestly unfair to count in the average life of those who reach that age the large number who perish in infancy or early youth. The man who reaches the age of twenty-seven has an average life to live equal to the expectancy, of life at that age; and this expectancy, as shown by the tables, is 36.56 years. The closing paragraph of Mr. Miller's address is very happy:

In our arts, we say to the artisan: "A carriage is desired that weighs but eight hundred pounds, which shall carry six persons with as much safety and assurance to the persons carried as the carriage formerly weighing twelve hundred pounds: can you do it?" The carriage maker will shrug his shoulders and twist his face, and turn to his skilled mechanic and get a response which will enable the proprietor or manager to say, "We can try." The purchaser says, "But I must have the carriage for one-third less money than the price of the twelve hundred pound carriage." The carriage maker again shrugs his shoulders and twists his face and turns to his skilled foreman, who says it will require a re-arrangement and increase of machinery with increased rapidity. "If this were done you might make the promise." The proprietor or manager will turn to the purchaser and say: "How many will you need?" "Two hundred and forty thousand at the price named!" The eyes open, the face brightens, and the response is made, "I will do it."

To put the matter in other words, we understand Mr. Miller thinks there should be the same progress in education as in other arts, that the advance of civilization and the perfection of methods should enable us to present better results with less expenditure of time.

We might entirely escape Mr. Miller's conclusion, did we so desire, by reminding him that carriage building is a very different thing from training mind and forming character. But we do not care to make that suggestion, first of all because we know Mr. Miller fully recognizes the difference, and secondly because we would like to point out that he, and other business men interested in education, can not hope to find such results in education as in business, until business methods are employed in education.

To continue the illustration, if the skilled foreman mentioned above knew that he could neither select nor discharge his workmen; that any stockholder, no matter how insignificant, was able to interfere with and seriously modify his plans; that he could not fill his shops with the best workmen, but must first of all take care of certain men who had claims; that the raw materials would be selected with little regard for quality, would he not hesitate before assuring the proprietor that he could do the desired work? To make for two hundred dollars a carriage weighing eight hundred pounds as strong and safe as one weighing twelve hundred pounds and costing three hundred dollars, requires that there shall be no idle or unskilled workmen, no useless machinery, no antiquated tools.

Not long since a gentleman from the East, talking about a man who had recently been discharged from an important position in a large manufacturing establishment, remarked, "He was a gentleman, a Christian, a most agreeable man to meet socially and in every other way, and he understood machinery. There was only one point in which he was weak: he never realized for a moment while he was with us that the whole object of the Salmon Creek Mills was to manufacture cotton cloth at a profit to the stockholders."

The American public, as far as education is concerned, at the present time occupies a position not dissimilar from that of this worthy agent. We have never yet seen a community where it was generally felt that the object of schools from beginning to end is to teach and train children. We have never found a system of schools—perhaps we have been unfortunate in this respect—where ability to do the proposed work was the only requirement of a teacher. We do not know a city superintendent in all our acquaintance who could either peremptorily dismiss an incompetent teacher or readily procure the dismissal of a teacher of good character, simply on the ground that the teacher did not do her work. We do know superintendents not a few who would lose their places if they made a real effort to get rid of all incompetent teachers. We do not place the blame of this on the Boards of Education, because it does not belong there. The Boards are elected for a specific purpose, which is understood not to be to secure the best possible schools. Frequently when the Board of Education determines on the dismissal of a teacher confessedly incompetent, the general public rises in defense of the teacher and overwhelmes the Board with importunities. At such time the Board is made to feel that it is acting directly contrary to the wishes of its constituents, if it proceeds to remove a teacher simply on the ground that she cannot do her work. Nor

is this pressure confined to pot-house politicians and the ignorant portion of the community. We have personally known some of the wealthiest and most influential men in a city to sign a petition for the retention of a teacher practically on the ground that she was too old and too feeble to do anything else, and that if she was not retained by the Board she must go to the poorhouse.

We do not confound carriage building and mind-training, and we know Mr. Miller does not confound them; but in one respect we think they agree, and that respect is that the attainment of the best possible results, in either case, necessarily requires singleness of aim. If he will show us a place where carriages are made at a profit, and yet where the foreman has the power neither to hire nor discharge workmen, he will find a place where the foreman labors under the same disadvantages which now beset every superintendent and every governing board in our public school system. In Mr. Miller's own state, if current opinion be correct, the interests of the children are of secondary importance. It would be a rare thing to find, so far as our acquaintance goes, a school where, in everything, the interests of the children are the first consideration. The parents would not allow it, the general public would not allow it, and consequently one great stimulus to the best work in our schools is lost. That there are occasionally exceptions, we readily agree.

It goes without saying that the man who is not able to tell a competent teacher is unworthy to be at the head of a school or a system of schools. There is no alternative. Either the superintendent should be sustained or he should be discharged, and one put in his place who can be sustained. If we are to have really efficient work done in education, such as we require in all other work except politics and government, the head of the system of schools should have at least as much authority as the foreman of a machine shop. Because greater interests are entrusted to him, he should be selected with greater care, and held more entirely reponsible for the result.

There are, however, few cities of our acquaintance where the superintendent and the Board of Education have been selected with special reference to their real fitness for their positions. Extraneous and irrelevant considerations usually affect the choice. If our business friends and the general public would be willing to try the experiment —and we think it well worth trying—of selecting in any given place the best possible man to put at the head of their schools, as a great manufacturing establishment selects its manager, and they should say to him "We want the best possible results in mind-training and character-building. If you can furnish these results, we will ask nothing else of you, and place no obstacles in your way. If you cannot furnish these results, you must give way to another man," we should see a result in the course of years not less satisfactory than the same course of action brings about in other departments of work. Is there any community that cares to try the experiment? *The Academy.*

AGASSIZ ASSOCIATION.

WHAT OUR YOUNG PEOPLE ARE DOING.

THE first issue of a new monthly magazine for young people calls our attention to a peculiar movement among the pupils of American high schools and colleges in the direction of organization for the study of nature. This Association is called the Agassiz Association, and it is thus described by Mr. Harlan H. Ballard, its president, in the January number of *The Swiss Cross.*

"The Agassiz Association is a union of 986 local societies, each numbering from 4 to 120 members, of all ages from 4 to 84. Our total membership is above ten thousand. We are distributed in all the States and Territories with very few exceptions, and have strong branch societies and active members in Canada, England, Ireland, Scotland, Chili, Japan, and Persia.

"The first hint that ever came to us of the formation of a society for the study of nature is found in one of Jacob Abbott's famous Rollo books,—'Rollo's Museum.' Published more than thirty years ago, that little black volume is still as good a guide as any known to me, to put into the hands of young persons who wish to organize themselves into a society. It was a half-conscious recollection of the pleasure I derived from reading this book when a child, that led me more than ten years ago to propose a similar society to the pupils in the Lenox High School.

"The proposition was received with enthusiasm. Nearly half of the school joined the society, which was first called, I believe, the Lenox High School Scientific Society. Soon one of the boys had found what he

called 'pea-pods growing on a lilac-bush,' and brought these cocoons all gathered from one tree. Each was enclosed in a lilac-leaf curiously folded around it. At that time I had never seen a cocoon yield up its imprisoned life. One day our school was visited by Mr. George Walton, one of the Massachusetts Board of Education. It so happened that while he was listening to some recitation or other, I noticed one of the pea-pods acting in a strange manner. It rolled over of its own accord.

"I quietly picked it up and handed it to Mr. Walton without a word. While he held it in his hand, there emerged one of those beautiful creatures known as *Attacus Promethea*. It hung down from the dry cocoon by its fore-legs, and slowly expanded its wonderful wings. None of us having seen the bursting of a chrysalis before, we were all deeply interested and delighted. We then told him of our little society, and showed our other treasures. He urged us to tell our plans to friends about us, and to show them our specimens. So, at a convention of teachers that met soon after, I gave a short account of the matter, and, opening a satchel, covered the table with specimens which had been gathered and prepared by the children. The thing seemed to them so pleasant and so simple and easy to do, that at the close of the meeting no less than fifty teachers crowded around the table to examine the bugs and butterflies, the stones and woods, flowers, ferns, and grasses, and to ask all sorts of questions. Several similar and corresponding societies were formed among the teachers and their pupils, and new subjects of interest were introduced into their schools.

"Thus gradually grew the thought of extending to others what had proved so pleasant to ourselves, and as *St. Nicholas Magazine* had organized, and for a time maintained, a society called 'The Bird-defenders,' it was natural to apply to that magazine for space in which to print an invitation to all who might be interested to join us in our work. This request was granted, and the invitation appeared six years ago and was widely accepted.

"Scientific men of highest repute, men like Ramsay of England, and men like Agassiz, Hyatt, Winchell, Remsen, Gould, Gilman, and Scudder of America, have extended to us the hand of recognition. We are of all ages, of varying capacities and different desires, living in places widely distant and strangely different. Some of us pick our violets in June, others in January. But there is a common ground on which all stand,—love for nature, and desire to learn. And there is one principle that underlies and determines the methods of our study. It is this: Nature must be studied from her own book."

St. Nicholas in a special notice to members of the Agassiz Association says:—

"As you have already been notified by your president, a well-known scientific journal has made a proposal to issue a special organ for the Agassiz Association, to be known as *The Swiss Cross*. Mr. H. H. Ballard will be the editor of the new publication, which will be devoted to the interest of the Agassiz Association.

"*St. Nicholas*, wishing well to the Agassiz Association, which is practically established, and which it has done much to maintain, now heartily advises your president to accept this opportunity of transferring the reports to a purely scientific journal. They will there be given more space and prominence than can possibly be accorded to them in the crowded pages of *St Nicholas*, which of course, must be conducted with a view to the interests of the great majority of its readers.

"After friendly consultation between the the editor of this magazine and the president of the Association, it has, therefore, been decided that the publication of the reports in the pages of *St. Nicholas* shall terminate with the present issue. We have only to add the assurance of our cordial interest in the Association and its progress, and to wish the society a long life of usefulness and prosperity. Our thanks, and those of all the members of the society, are due to Mr. Ballard for his energetic services in behalf of the Association, which have contributed so largely to its present flourishing condition."

The connection between the Agassiz Association and *St. Nicholas* having been dissolved thus by mutual and friendly agreement, *The Swiss Cross* will hereafter be the official organ of Agassiz Association, and will be edited by its president, Mr. Harlan H. Ballard.

Though of a scientific nature, *The Swiss Cross* will be popular in style, and will number among its contributors many of the best writers. It will be published by Mr. N. D. C. Hodges, from the office of *Science*, 47 Lafayette Place, New, York, for the moderate price of $1.50 a year.

The Agassiz Association and its organ, *The Swiss Cross*, are good evidence of the earnestness of the coming generation, and deserve the highest success.

EDUCATION THROUGH THE SENSES.

BY DR. EDWARD BROOKS.

THE clear and ringing sentences of a late article on the "Presumption of Brains" put most admirably a view of education quite largely held at the present day. The position taken is first, that *all education must be given through the senses;* second, that *no education is possible that is not given through the senses.* The first proposition, when limited to the elements of knowledge, is so true that it should be written in letters of gold on the walls of every school-house in the country. The second proposition is so false that it should never have been written at all.

This issue with the brilliant writer of the article* referred to, not a personal one, is stated in this emphatic way to make more impressive the difference between two classes of educational thinkers. Both classes hold that education can be given through the senses. The one class holds that no education can be given except through the senses, the other holds that education can be given very different from that which is acquired by sensation and perceptions. The former maintain that all knowledge is derived from the senses, and that there is no knowledge that cannot be communicated through the senses. They assert that "there is no education except by sense exercise;" that "a child without his senses has no sense." These assertions seem to imply that in their opinion there is no knowledge aside from sense knowledge. In their own words "there is no such thing as pure thought divorced from some concrete object."

This view of education, we hold, is based on an incorrect notion of the nature and source of knowledge. Perception through the senses gives us ideas of objects and their qualities; its products have some form, color, size, etc. The most of our knowledge, however, consists of ideas and thoughts that are not the products of perception. No eye ever saw space, time, cause, number, etc.; they have no form or color or any of the other qualities of the objects of sense. The eye does not see a truth of geometry or a principle of grammar; they are given by quite a different act of the mind than that of sense-perception. Sense-perception is the immediate source of our ideas of objects and their qualities, and is the *principal element* of the mental activity involved in their acquisition. Sense-perception, while in a certain sense the occasion of other knowledge, not only *does not give this knowledge*, but is the *least prominent element* in the production of this knowledge.

To illustrate, while we use the eye in reading the text of a work on geometry, or the ear in listening to the explanation of the teacher, the senses of sight and hearing do not and could not give the truths of this science. No eye ever saw the truth of an axiom or a theorem; they are not revelations to the sense, they have neither form, color, nor size. Truths and principles are the products of faculties much higher than sense-perception; they have their source in the understanding and reason. So in the study of grammar, while the eye may look at the words and sentences of the text, the principal element in the study is that of judgment and reasoning. To say that "there is no education except by sense exercise," shows an entire misapprehension of the real action of the mind in acquiring knowledge. In the words of the brilliant article referred to, it gives "proof of a want of knowledge of the first principles of educational philosophy."

The truth is that there is sense-knowledge and thought-knowledge. Sense-knowledge comes directly through the senses; the better the powers of observation the more extensive and accurate the knowledge. To attempt to teach a knowledge of objects and the facts concerning them in any other way than through the senses, is a fatal mistake in teaching. Thought-knowledge, however, is taught in quite a different way from sense-knowledge. The better the powers, not of sense-perception, but of thought and reflection, the clearer and more accurate this knowledge. Indeed, for thought-knowledge it is often best that the senses are not too active. The best observers are often the poorest thinkers; the profoundest thinker is often a very poor observer.

Too much emphasis cannot be given to this statement, that thought-knowledge is not taught through the senses. Had Newton attempted to *see* his law of gravity, to derive it through the senses, his name would never have been associated with the discovery. Had Kepler endeavored to find out the law of elliptical orbits by touch, or sight, or hearing, the world would have had to wait for some other great thinker to discover it. Had LeVerrier or Adams taken the telescope and tried to see the new planet, instead of sitting down in their closets and thinking out its place in the sky, Neptune might still be an unknown wanderer in the starry heavens.

* Not the article found elsewhere in this No.

These distinctions, which lie at the very basis of the work of education, should be clearly understood. To attempt to teach the principles of science as we would teach a knowledge of objects, would be to ignore the simplest principles of mental philosophy. While it has been a mistake in the past to neglect the use of the senses in acquiring sense-knowledge, it would be a still greater mistake to attempt to teach thought-knowledge through the senses. The senses never discover nor comprehend a truth of science; and no truth of science can be communicated to the senses. The teacher who recognizes only the senses of a child in his work, or who regards them as the principal mental activity to be addressed, will be a failure. The child that has no other mental activity than the senses will "have no sense."

A true philosopy of education covers the whole ground of mental activity; it grasps both the material and the spiritual side of the teacher's work. While the senses are valuable in education, there are faculties much higher and more valuable than the senses. We should remember that the shield of truth is silver on one side and gold on the other. The highest wisdom says, "Render to Cæsar the things which are Cæsar's, but unto God the things that are God's."

ADDRESS TO TEACHERS.*

BY A. M. BENNETT.

I TRUST you will pardon me if I tell some of you younger people how district school was kept, according to my earliest recollections. First, then, we had it in three of the coldest months in the winter and three of the warmest in summer, with a space of three months between the terms. The houses were so cold and uncomfortable in the winter, heated by an ornamental tenplate stove, fed with green pole wood, that only the oldest and toughest of the scholars could attend; of course in the summer only the smallest thought of going. Boys and girls all worked in those days. When you entered the door of the school-room, if the session had commenced, if a boy you made an obeisance, or bow; if a girl, you dropped a courtesy to the teacher in particular and to the school in general. This was also expected of you upon leaving the room. If in going or returning from school you met an older person you were expected to "make your manners" to him or her. An omission to do so coming to the teacher's ears was sure to be followed by a reprimand. There was only one kind of government! Some used it more, and some less, but without exception, as I recollect, the "gad" had a prominent place in all school rooms. What would you think of seeing your teacher, on the first day of school, running some water-beech whips into the hot ashes, just long enough to wilt and toughen them? I tell you, to use a current slang phrase, they were "dandies" for business—and I don't have to take any one's say-so for it, either!

The list of our studies, or of the branches taught, would appear rather attenuated now. The "three R's," with spelling from Webster's Spelling Book, represented the studies. The text-books used were anything the family had left over. As I was the oldest I was obliged to take the books my uncle had used before me, and they fitted me about as his clothes would have done. Again, almost every scholar had different books, hardly any two alike; this made necessary a separate class, and that did not greatly simplify the teacher's work. As I now recall it, Porter's Rhetorical Reader was the stand-by for advanced classes. There was no intermediate book. You went from the spelling-book straight into the Reader, precisely as if you were promoted from an orderly to a Major General, and with about as good results.

We had in those days, as now, good teachers and indifferent ones. I call to mind one who, on the first day of school, posted on the wall twenty-eight rules for the scholars' observance! Now, Moses was given but ten commandments to govern a world for all time, while this teacher evolved from his inner consciousness nearly three times as many to govern a district school of sixty scholars for three months! The fact was, there were too many even for him. He was eternally tripping over them himself, reminding you of a militia colonel of old falling over his unaccustomed sword. A prolix man he was, to be sure. We all knew who the Board of Directors were that term. They held their weekly sessions in the school room over refractory scholars. As a rule, a teacher who cannot become *en rapport* with his scholars, has the "rocky road to Dublin" before him. Well, after a time he sent in his resignation. In his place came a bright, breezy fellow. Down came the rules, and out went the word, "Let us all, teacher and scholars, do the very

* Address before the Local Institute by Mr. A. M. Bennett, School Director, Covington, Tioga co., Pa.

best we can." And we *did*—and we had such a successful session as that old school house had never known.

Further, as to text-books: With all the pains-taking of the teachers, they were sadly hampered, as I have shown you. Think of an arithmetic that contained compound numbers before fractions! and compare it with a system of graded books as used to-day. This same comparison could be extended with like result to all the other studies to which attention was given.

In those days teachers were paid from, say, $8.00 to $18.00 per month, and "board round." It is certain that such salaries do not contribute greatly to the making of millionaires. Yet I can recall plenty of well-to-do men to-day, to say nothing of men high in legal, religious, educational, and political standing, who commenced their careers as school teachers. A late Congressman-at-Large for this State formerly taught a district school in Covington township, this county, while one of the present United States Senators did similar service in Tioga township. Senator Edmunds, of Vermont, the acknowledged leader of the United States Senate, was an old pedagogue. And it may be of interest to some of you to know that Mr. Doane, our old teacher, whom men and women of my age, residents here, have reason to revere, before and since his death, was *his* teacher. So you, as teachers, can be well advised that, as a stepping-stone for a start in the life ahead of you, none other could be better.

I have hastily sketched some of the disadvantages of the old system. How has this great change been brought about? Without doubt the entering wedge was the election of county, city, and borough superintendents of education. Recall for a moment the usual custom of a committee, sometimes a member of the Board, examining applicants and judging of their capabilities. I might do very well to judge of persons for my own business, but as to their ability to teach and manage successfully half a hundred children, "I guess not"—as I have often told some of you. It's a puzzle to me how you get on so well. A man navigating a ship will always find the heavenly bodies in their places to steer by. But try sometimes to locate the scholars, their parents, and the Board of Directors! You have got to keep your eye and mind on all three of these elements, and it's safe to say they are often not in line.

The county superintendent is brought directly into contact with the teachers and the scholars. They have by diligent and faithful examination weeded out the incompetent, stimulated by example and precept the flagging teacher, and supervised the schools—all in a general way and toward a common end. Of course, the introduction of uniform text-books was a supreme necessity. Again, it's a credit to us all and to our legislators that our grand old Commonwealth is so generous in its grants. I see that Dr. Higbee is asking for a million and a half of money this winter. Let us help him all we can to get it. Money in school matters is like religion in a church—no danger of getting too much of it!

Then see the strides made in Institutes. This very Institute is probably more successful from any point of view than were some of the first County Institutes—while your County gatherings partake almost of the flavor of the old-time "anniversary meetings" held in New York a quarter of a century ago, attended by delegates from every State in the Union.

Because I leave it to the last, I do not want in any manner to be understood that it is the least, for I consider the Normal School as having made all these things possible, just as the discovery of the magnetic needle made deep water navigable. These schools under wise State laws have made it possible for the poorest student to avail himself of their splendid facilities, and their undeniable advantages. I think it would be feasible for a Board of Directors having a single graded school, to offer a competitive prize, say a year's tuition in the Normal School, to the best scholar enrolled, be it girl or boy, and in which average attendance and good behavior in and out of school should count as *fifty per cent.* in the ratings. I think they would gain all it cost the community in better attendance, better behavior, and general advance in all studies by all the scholars. Brother Directors, think this over.

As it is to-day, the facilities for education in outlying districts are better than they were twenty years ago in large villages. The graded schools in some of the corporations in this county can to-day grant a diploma rating higher than many colleges twenty years ago; and our Normal Schools are to-day as complete as were some of the universities then; while the latter have moved on and are still in the advance, as it behooves them to be.

I have, in my mind, compared this progress to a line of battle. The skulkers and worthless cowards have fallen out of the ranks. The workers are abreast of each

other. They instantly occupy every place of vantage. The skirmishers are well out in front, eager and active. Some one of them has made a discovery, an advance it may be in science, in art, in manufactures. The line immediately moves up, The world has the benefit of it. Soon another advance is made in another direction, and so it goes. These skirmishers, explorers, investigators —whatever you choose to call them—are all the time testing and trying every artifice, every means, to push back this cloud that lies so heavy in front.

There come cycles when, as if guided by inspiration, the whole line goes forward. Take, for instance, the discoveries in, and the application of, electricity to useful purposes in the past few years. I think, aside from telegraphy, it was not used ten years ago, except as a scientific toy. To-day its uses are manifold, and steadily increasing. It has been found to contain all the desirable qualities for transmitting and applying power, with none of its usual discomfort and disadvantage.

History states, excavation and re-discovery prove, that at times the line has been well forward, but that it was then forced back, *back, back!* until only a faint glimmer of science, of arts, of manufacture remained; yet from that little leaven, the whole mass has again been permeated, and probably at no time in the past has there been so much solid and enduring progress made in all directions as in the 19th century in which we live. Surely there is an inspiration, or guiding hand, in all of this. . . .

Never mind the kind of school or the architecture of the building. It's the *result* we are after. What kind of men and woman are we to be through life? That's what all of this time and expense are for. It is to fit us for the approaching struggle for existence and future position. What is life save the struggle of emulation? Draw the line sharp between jealousy and emulation. Jealousy makes a sulker every time, emulation makes a worker. In the making of a comparatively new country like ours, we won't for several generations yet have a place for a lazy man or woman—and at the same time respect them. I suppose they will come in time. But if you are reading the day-by-day progress of the world, you cannot fail to observe that in older countries (as governments go) these vermin just now are having a right unpleasant time of it, with no immediate likelihood of its being any better. Stop a moment and run over the list of your acquaintance until the name occurs to you of some person "constitutionally tired." Then recall the name of some one of bright, energetic, go-ahead disposition. Compare mentally their characteristics, their relative standing, socially and otherwise, and it will not take long to decide which is pursuing the better way.

There is no better illustration of life, than that of a river pursuing its course to the sea. There are rocks and whirlpools and rapids, and—worse than all—eddies, all along its course. Some tell you to beware of the rocks of crime, and the rapids of dissipation—bad enough, in all conscience! I add to it, Beware of the *eddies*. A young man who gets into one of these swirls and goes round and round, never getting anywhere, at the same time satisfied with it, is to be commiserated. All the world going along at a grand pace, and he, poor fellow! not appreciating it, not observing it, until he finds himself stranded, and finds too that all of his old friends and acquaintance have long passed him by.

Well, the grand old river has been for ages on its course. Centuries ago a Pilot went the whole length of it, from childhood to middle age. He laid out and buoyed the channel, put up beacon lights at the points of danger,—better yet, published a chart, and that so plain "that a wayfaring man, though a fool, need not err therein." Unfortunately for us, here and beyond, there are too many tampering with the landmarks. Every other man has reasons why this or that beacon should be moved either a trifle to the right or to the left. Observe how differently persons with different temperament, different education, different bringing up, navigate the stream of life:

One comes in a general "hurrah," never stopping at or for anything. He will risk the most dangerous rapids, run square against a rock, sheer off and go for the next one. If his boat is overturned and he cannot right it, he will kick together another craft—even if he is obliged to Algerine the materials—jump on it and try it again. He is one of the "get there" kind, to use a slang phrase. One thing to his credit—he is *never* found in an eddy, and he acts as a shower-bath and tonic to his fellow-voyagers.

The next young man you may have seen in school. He was always attentive and pains-taking. He hardly knew the value of a demerit mark. With care he kept his craft close along the shore until he got the right bearing of the channel; with the same attention that he gave his studies, he keeps his

boat in smooth water; with unflagging care he reaches the right landings at the proper time. His whole life is an example of what might have been to all. His voyage has been successful both morally and in a business sense.

The third youth—you have all met him, as well as I. It was nothing but sheer laziness ailed him. He often missed the roll-call; seldom had a lesson. All attempts on the part of teachers to arouse his dormant faculties were failures. He had no pride, no aspirations, no anything-at-all save his hulking, lazy self. If you ever want to have a look at him, you will find him in an eddy, swirling around in the lazy current, and it doesn't discommode him a bit. If he had an escutcheon, its motto should be "Blessed be nothing," and he would be a living exemplification of the beatitude.

These extremes grade in all directions from the opposite poles to the centre. It is needless to tell you that the nearer you get to the equator the better for you and for all concerned. . . .

You, as teachers, have a mighty responsibility resting upon you, that the coming generation shall be able to hold and advance beyond where you now stand. You must consider that *all* cannot be captains; recollect that the *file* uphold the hands of the *rank*. A pyramid to be strong must be symmetrical. This applies to education precisely as to inert matter—save in this, a stone from the foundation *may* become the cap-stone! In that great truth lies the incentive to persistent exertion. If you were to examine the monuments erected in every country and in every age, so far back as history goes—those raised by the mighty Moloch of War, to build the reputation of a Napoleon, a Frederick the Great, or a Wellington—what would be its surroundings? Destroyed cities, maimed men, unnamed graves, orphaned children, suffering, and sorrow. Cemented with tears and blood, these monuments are mighty, but not eternal. In the commercial world Alexander Stewart builds his colossal structure from the wreckage of innumerable smaller business ventures crushed and forced to the wall that this great pile may be raised. But in itself are the elements of disintegration. It never was homogeneous, and the death of him who reared it had scarcely occurred, before the work of destruction began; and to-day it lives only in legend.

How different this educational pyramid, standing alone in its blameless majesty, its top in the clouds, garnished all along the ascent by those engaged in the stupendous and never-ending work. In friendly emulation they struggle manfully for a higher and better place; seldom a word of disparagement of those who have overtopped them, but rather a pæan of praise from the whole host as some one more able or more energetic than the rest gains the apparent summit. But to him who has gained it other heights arise to be scaled, other bloodless victories to be won; so that, scarcely halting, he presses onward and upward.

Now compare the incentive, the work, and the result, in and of the building of these three representative structures. The first was conceived in the desire for glory, and bears such fruit as fire, carnage, wounds, death, and every ill Pandora's box ever contained, multiplied by the opportunity and passions of men. The second, while its achievements are less and its damages proportionately smaller, is simply the outworking of an insatiable greed for gain. The last, known as the Magnificent, has none of these appalling attendants. As a result, it shines as a pillar of fire, inviting, not luring, pilgrims to attempt its ascent, assuring to them the pleasure and content that a well-stocked mind must give, even if the purse be lean and the larder scanty.

THE LICK TELESCOPE.*

THERE is something almost romantic in the design and construction of the monster Lick Telescope. Being the greatest work of the kind ever undertaken, presenting difficulties that had never before been encountered, inviting and suffering drawbacks and disasters that seemed to be sufficient to stagger the most persistent and painstaking skill; watched from day to day by a whole world of anxious observers, hovered over and caressed by the united wisdom of a generation—that lens has come into the world with its great cyclopean eye ready to pierce the mysteries of the heavens. Captain Thomas Fraser, superintendent of the Observatory, furnishes some hitherto unpublished and highly interesting information concerning the grinding of the crown glass lens, and the plan adopted for transporting it from Cambridgeport, Mass., to San Jose. On the subject of the grinding, he says that the closest measurement at command was

* Mr. James Lick, to whose generous bequest the world of science owes the great observatory in California, that bears his name, was originally a citizen of Lebanon, Pennsylvania.

the 100,000th part of an inch, but in grinding the great lens it was discovered that even this infinitesimal fraction was too large. A still finer measurement was required in reducing the lens in numberless places to thickness (itself unequal) that would exactly concentrate parallel rays of light filling a circle three feet in diameter, to a point a little larger than a pin.

In order to reduce the fine measurement already at command, the following ingenious arrangement was employed by Alvan Clark & Sons, makers of the lens:—A gas-jet was placed before a mirror, which sent the rays of light through a telescope to the great lens, thus magnifying the rays. The magnified light, passing through the great lens, was still further immensely magnified; and, after having passed through this lens, it was observed through a second telescope, and thus further magnified. In this way the least failure of the great lens to concentrate perfectly was detected, and there was also determined the amount of glass in it, at any given point, that had to be ground off, in order to secure a perfect focus. Thus a measurement of the 2,000,000th part of an inch was secured. It took very little grinding to remove so small a thickness of glass from a given point, a gentle rubbing with the thumb being sufficient, as the glass is softer than common window glass.

The two great lenses for the Lick telescope, on which the Messrs. Clark, of Cambridge, have been so long at work, are now practically completed, and will soon be sent to their destination. The plan adopted for shipping the double lens, worked out by Captain Fraser, is as follows:—The two glasses will first be wrapped separately in fifteen or twenty thicknesses of cloth, drawn very tight. The cloth will be cotton, and in order to make it soft and perfectly free from grit, it will be washed many times and thoroughly beaten. Next to the cloth will come a thick layer of cotton batting, and then a layer of paper. The lenses with their coverings will be packed tightly in a box. The shape of this box will conform to the shape of the lenses. The felt will be attached with glue, so that no nails will be anywhere near the glass. Outside of this wooden box and enclosing it will be a strong steel box, approaching the shape of a cube. The wooden box will be tightly packed into the steel box with curled hair. To enclose this steel box will be still another steel box or chest, and the inner steel box will be kept from touching it by a large number of spiral springs covering the whole interior of the outer steel chest. The outer chest will be packed with asbestos, to render it fireproof, and both of the steel boxes will be made air-tight and waterproof. The outer chest will be suspended by pivots in a strong wooden frame, and a contrivance has been adopted for turning the chest one-quarter round every day during its progress to California. This is to prevent any molecular disarrangement in the glass and to avoid the danger of polarization, it being feared that the jarring of the train will disturb the present arrangement of the molecules, unless the position of the glass is daily changed and all lines of disturbance thus broken up.

The glass will be insured for its full value —or rather its cost—$51,000, and all the precautions mentioned are taken to prevent any accident to it. It would probably be impossible to replace it, as Fell, who cast it, and the elder Clark, who ground it, are both old men. The glass will be shipped by express.—*Boston Transcript.*

JENNIE'S WATCHWORD.

BY MINNIE E. KENNEDY.

"WHAT an easy little verse!" exclaimed Jennie, as she opened the daintily-illuminated little volume from which she studied a text every morning.

There was a verse for each day of the year, and Jennie called them breakfast-verses, because she recited them to her father and mother at breakfast-time.

Each morning she learned one perfectly, so her mind was becoming a storehouse, in which were garnered Bible treasures. Her morning text was her watchword for the day, and she tried to remember it and act on its teachings.

"A soft answer turneth away wrath, but grievous words stir up anger."

It was not a hard task for the little girl to learn such a short verse, and long before the breakfast-bell sounded its summons she could recite it perfectly.

"That will be a hard verse to remember if the girls tease me at school," thought Jennie, as she laid her little text-book aside.

A hasty temper was one of Jennie's greatest faults, and though she struggled hard to overcome it, still it often led her to make unkind speeches to her little schoolmates, some of whom loved to tease her merely for the sake of arousing her anger. The very first day that she had gone to school, when she was quite a little girl, she had come home

in tears to her mother to complain that the girls had called her "little pepper-pot," and said that she got cross at everything.

I am afraid she often gave her little friends plenty of occasion to make this charge, and deserved the name they gave her, but they were very much to blame, too, in trying to make her angry by teasing her and arousing her hasty temper.

"A soft answer turneth awav wrath." The words lingered in her mind long after she had repeated them at the breakfast-table, but it was not until recess that she found any occasion for putting them into practice.

Several of the children had gone out to the broad, smooth sidewalk in front of the school-house to jump rope, and Jennie was turning one end of the rope when the little girl who was jumping caught her foot in the rope and tripped.

"That was your fault!" she exclaimed angrily, turning to Jennie. "You turned the rope so high that I couldn't jump just on purpose, so it would be your turn to jump. It wasn't fair, so!"

Jennie's cheeks flushed and her eyes sparkled with anger, for she knew that her little schoolmate's charge was unjust. Generally she would have returned an angry answer, and a quarrel would have followed, but her watchword came to her mind, "A soft answer turneth away wrath." It was very hard for the little girl to put it into practice just then, for she was angry at her schoolmate, and she did not feel at all like speaking kindly to her, but by a mighty effort she conquered her temper and said pleasantly:

"I'm sorry if I turned the rope carelessly, Mamie, but indeed I didn't mean to. You can take my turn to make up for it if you want to."

The angry expression left the little girl's face, and she looked ashamed of her hasty accusation as she heard Jennie's pleasant answer.

"O, I didn't really mean that," she answered quickly, as she took Jennie's place at the end of the rope. "I was so cross because I tripped that I didn't mind what I said. You were real good not to get mad at me."

Don't you think Jennie was glad that she had mastered her first hasty impulse?

"I'll try a 'soft answer' again," she said to herself, and several times that day she averted disputes by speaking gently, instead of angrily, when she was tempted to lose her temper.

"I'm going to take that verse for my watchword always," she said to her mother that night, when, cosily tucked up in her little white bed, she was having her good-night talk and kiss, and had told her mother how many times it had helped her through the day.

Of course, she failed sometimes, and the hasty words would come before she remembered the "soft answer," but many times she proved herself a little peace-maker, and not only avoided quarrels herself, but prevented disputes among her school-fellows.

I wish all little girls could be persuaded to try Jennie's watchword, "A soft answer turneth away wrath, but grievous words stir up anger."—*Presbyterian.*

UNCONSCIOUS NEEDS.

IT may be thought that with so many needs of which men are fully conscious, and which they are eagerly endeavoring to supply, it is somewhat superfluous to recount or consider those of which they are unconscious, and which cannot therefore trouble or distress them. If they cannot, with all their efforts, respond to the many needs which they feel, why lead them to search for others of which they know nothing? Yet the truth remains, that the deepest and most pathetic needs of humanity, those which appeal most loudly for succor to such as can discover them, are largely unfelt and unknown by the needy ones themselves.

This unconsciousness of real necessities is not confined to childhood. The youth entering active life has many conscious wants. Full of vitality, he desires to put it forth; he craves success in his enterprises; wealth or fame or love or glory seem to him brilliant possibilities for which he will strive. Yet none of these things are so essential to his welfare as others of which he is profoundly unconscious—a firm moral principle that shall enable him to resist all allurements to evil; patience, perseverance, industry, economy, a kindly disposition, a love of justice, a benevolent heart. Whoever helps him to attain his conscious wants may benefit him and earn his gratitude, but he who can arouse within him a sense of the deeper needs of his nature and help him to supply them, is his truest friend and benefactor.

This unconsciousness of the deepest needs is the greatest foe to all growth and improvement. The contentment of the slave with his chains forges them more firmly than the tyranny of any master can do. It is when

the real need for liberty becomes also a conscious need that the era of freedom has begun. So with other evils; as long as we are unconscious that they *are* evils, content to abide in them, taking them as matters of course to be accepted, instead of foes to be conquered, so long they will retain their power over us. He who arouses us from this torpor, who shakes us out of our self-satisfied condition, even at the risk of disturbing our passive ease and comfort, renders us a far greater service than if he ministered to a thousand wants which our fancy is constantly suggesting.

If this be true, benevolence has a farther reaching service to render to mankind than is usually supposed. Not merely to listen to complaints, to relieve conscious suffering, and to supply recognized deficiencies, is her appointed work, but also to detect the poverty that fancies itself rich, the ignorance that thinks itself wise, the grievances suffered unknowingly, the wrongs inflicted unthinkingly, the sins committed without remorse, the woes endured without effort to avert them. These are, indeed, needs that should appeal to every kind and generous heart. There are men and women who cannot hear of a wrong without longing to set it right, whether that wrong is openly known and felt or not. It may be a downtrodden child unconscious of its abuse, or an oppressed race which knows not of its oppression, or a soul sitting in darkness that never heard of the light—their sympathies go out to the needy one, and they long to help him, even though he desires it not. It is this spirit which is to regenerate the world. The unconscious needs of mankind are crying aloud to those who have ears to hear and heart to respond, and benevolence has no better or greater work than to reveal these needs, and to assist in providing for them. *Phila. Ledger.*

EDITORIAL DEPARTMENT.

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E. E. HIGBEE. . . . . J. P. McCASKEY

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE meeting of the National Department of Superintendence will be held in the Hall of the National Museum, at Washington, D. C., Tuesday, Wednesday, and Thursday, March 15, 16, and 17. The programme presents nine important topics for consideration. Upon each of these a formal report will be presented; this to be followed by discussion, prominent members being named for the discussion of each topic. Dr. J. P. Wickersham will open the discussion upon "The Teacher's Certificate—County, City, State, and National"—the report on this subject being made by Supt. A. J. Rickoff, of Yonkers, New York. The report upon "The Best System of County and City School Supervision" will be made by State Supt. E. E. Higbee, and that on "Industrial Education in our Public Schools," by Supt. James MacAllister, of Philadelphia. Supt. H. S. Jones, of Erie, is named for the discussion of the question of supervision. Washington is a good place to visit at this time of the year, and the proper direction of educational work a good thing for consideration at any season. County Superintendents are properly on the alert for good lectures, exhibitions, or entertainments during the week of the annual Institute. We have recently enjoyed a unique entertainment, to which we take pleasure in calling the attention of these officers. We confidently recommend the programme as a novelty in its way, chaste in character, aad one that will be enjoyed by any Institute. "The Till Family," of England, four members, are vocalists of fair ability, who have with them a wonderful musical instrument which they call the Rock Harmonicon, with a compass of five octaves, made of ringing stones of varying lengths and weights, each giving its own proper tone, and thus enabling a very wide range of musical selections to be played upon them. The programme is further varied by performances on the musical glasses, the zither, and other musical instruments. For further information, persons interested may address William Till, Bayonne, New Jersey.

THE coming of Spring brings with it the season of Arbor Day. Directors and teachers will do well to think of it thus early, and to plan for its practical observance in the planting of trees, vines, and shubbery about their schools and homes. It is the schools that will do most to fix this day firmly in the calendar. Prof. Brewer, of Yale, is quoted as remarking that there are three good reasons for an annual Arbor Day in the cal-

endar of the school children. "In the first place it gives them a good deal of nature's teaching, of which they are sorely in need; then, too, it is the means of spreading wood-growing in the State; and, in the third place, it beautifies the country."

DR. EDWARD BROOKS left Philadelphia February 22d for De Funiak Springs, Florida, where he will spend some five or six weeks as Dean of the Teachers' Normal Institute of the Florida Chautauqua Assembly. In addition to the general direction of the Institute, he will give special courses of lectures on Methods of Culture, Teaching and School Economy. In this work he will be assisted by instructors of ability and reputation. The Normal Institute will remain in session until March 31st. It is with good reason that State Supt. Russell congratulates the management upon having secured the services of Dr. Brooks, who is one of the foremost practical educators of the country. Florida is a promising field, and De Funiak Springs a live shoot from the vigorous Chautauqua stem.

THE Teachers and the Board of Directors of the public schools of Easton, Tuesday evening, February 22, decided to make some suitable recognition of the fact that Mr. W. W. Cottingham, the Superintendent of Public Schools in Easton, has completed a third of a century's service, and that he is the oldest school superintendent in the United States. Supt. Cottingham's administration of the school affairs of Easton has been characterized by quiet common sense, of all qualities the most substantial. We congratulate him upon the good work he has done during more than thirty years of a busy life, and upon the distinction of being the oldest Superintendent in continued service among thousands of school officials employed in the work of supervsion throughout the country. May he have many years of still increasing usefulness yet before him as Superintendent of the schools of Easton.

SOME years ago, Washington was spoken of as the hottest city in the Union, and residents were glad to get away from it during the summer. People now stay later and come back earlier from the seashore and the mountains. The summers have grown more moist and cooler. Mr. Saunders, the botanist of the Agricultural Department, and a member of the Park Commission, regards this change as wholly due to the planting of trees, of which some two or three thousand are planted each year. He says there are now about *seventy thousand trees* in the city, and every leaf is going through a process of evaporation which cools the atmosphere about it. The effect of a few trees would not be noticed, but the myriad leaves of all the trees in the city so cool the atmosphere as actually to change the climate, and render it pleasant in summer. More than this, they have rendered it more healthful. Washington is now a forest of beautiful trees that are cooling the air, and at the same time sucking the dampness out of the ground, and consuming the malaria of the atmosphere, making the city at once healthful and delightful.

OUR readers seem to find something in *The Journal* if we may judge from what they say in regard to it. Within the past few days, Mr. W. H. Neil, secretary of Hamlin school district, McKean county, renewing subscription for his Board, writes: "Every Board of Directors should take *The Journal*. It is worth to a district five times its cost."

OFFICERS of School Boards desiring blanks for the publication of the annual financial statement of the School District, as required by law, or Order Books upon Treasurer, for the use of the Board, either in blank, or with blanks printed specially for use of the District, can get what they want by addressing the office of *The School Journal*, Lancaster, Pa.

THE Public Education Association is doing most valuable work for Philadelphia. The aims of the Society are that it shall be a centre for work and a medium for the expression of opinion in all matters pertaining to education—as the appointment of superintendents; the compilation of school laws; the hygiene of schools; the adequate pay and better qualification of teachers; and, above all, to secure as far as possible, universal education by bringing under instruction the large class of children who are growing up in ignorance in the city. The annual report gives the following as a statement of what has been accomplished in public education as follows:

1. The institution of the department of superintendence, with the recent increase of force by which the efficiency of this department has been largely augmented and thoroughly organized. 2. The selection of a superintendent whose ability is recognized as well in the collegiate centres as in the field of public education. 3. The introduction of sewing into the curriculum

of the Normal School, and its more recent introduction, based upon the success of the earlier experiment, into the lower grades of schools, by which twenty-five thousand girls are now receiving regular, systematic instruction in needlework. 4. The universal acknowledgment that the most complete and satisfactory exhibition of this work ever made in this country was that of the sewing done in the public schools of Philadelphia, made in the spring at the Industrial Exhibition at New York. 5. The institution of the Manual Training School, now entering upon its second year, the recent increase of its facilities for instruction and the number of teachers, by which two hundred and fifty boys are now under this instruction. 6. The revision of the course of instruction, by which the primary, secondary and grammar schools have been brought into accordance with the most advanced and approved methods of instruction. 7. The introduction of the study of government, with the object of preparing pupils for the intelligent exercise of their rights as citizens, and which has met with very general approval. 8. The progress of the reorganization of the schools under supervising principals, by which a considerable number of the largest schools have been placed under the direction of able and experienced principals. 9. The lectures of the superintendent on the history and philosophy of education, which have been largely attended by the teachers during the past year, and in which they continue to manifest great interest. 10. The assumption by the board of the kindergarten system of schools, rendered possible by the liberal action of Councils in appropriating $15,000 to enable the Board to make a start, which will, no doubt, demonstrate the advantages of carrying the work of training to the masses of young children who have, heretofore, been outside of the reach of the public school system. 11. The vindication of the present method of selection of the Central Board, by the recent appointment to that Board of a woman so eminently qualified to assist in the administration of public education.

THE following list of "short, condensed, but stimulating pieces—most of which may be read at an evening's leisure—will serve to give an impulse toward longer works." They are named by William H. Harris, LL. D., in the *Common School Educator*, as representative types of valuable works, which, if read and re-read at intervals of time, will cultivate a literary taste in the right direction. They are especially commended to teachers, as being representative of types of valuable literature. The following is Mr. Harris' list:

1. Wordsworth's Ode, *Intimations of Immortality*, styled by Emerson the high-water mark of modern English poetry.—2. Carlyle's translation of Richter's *Dream*; given at the close of his essay, "Jean Paul Richter Again." Its content is the protest of the heart against atheism or pantheism.—3. *The Tale*. Translated by Carlyle from Goethe, with notes indicating its purport: an adumbration of the evolution of ideas in modern history. The reader will be interested to read another interesting interpretation of this fairy story in Dr. Hedge's "Hours with German Classics."—4 *Sacontala*, translated from Kalidasa, the East Indian poet, by Sir William Jones (published in his complete works and also separately). This translation is livelier and easier to follow than the more recent ones, which surpass it in accuracy.—5. Chapter on *Natural Supernaturalism* in Carlyle's "Sartor Resartus."—6. Emerson's poems on *The Test* and *The Solution*.—7. *The Fall of the House of Usher*, by Edgar A. Poe. This sensational piece by way of variety; it contains, under a thin veil, Poe's autobiographical portraiture, which is again reflected entire in the poem, "The Haunted Palace."—8. *Odin*, from Carlyle's "Hero Worship."—9. *The Prose Edda*, as given in Mallat's "Northern Antiquities."—10. Coleridge's *Ancient Mariner*.—11 and 12. Chapters on *An Incident in Modern History*, and on *Symbols*, from Carlyle's "Sartor Resartus."—13. Cousin's *History of Modern Philosophy*, first ten chapters, being an introduction to the study of philosophy.—14. Carlyle's essay on *The Niebelungen Lied*, in his "Miscellaneous Writings."—15. Longfellow's translation of Shelling's *Essay on Dante's Divina Comedia*.—16. *The Hero as Poet*, Carlyle's "Hero Worship."—17. *Novalis*, Carlyle's "Miscellaneous Writings."—18. *The Obsequies of Mignon*, from "Wilhelm Meister's Apprenticeship."—19. The first part of Fichte's *Destination of Man*, Hedge's "German Prose Writers."—20. *The Pedagogical Province*, "Wilhelm Meister's Travels."—21. Chapters on *The Everlasting No*, *The Centre of Indifference* and *The Everlasting Yea*, from Carlyle's "Sartor Resartus."—22. Calderon's *World Theatre*. See Trench's analysis and partial translation.—23. Emerson's poem, *The Problem*..—24. Tennyson's *In Memoriam*.—25. Ruskin's *Crown of Wild Olive*.

CLARION STATE NORMAL SCHOOL.

THIRTEENTH NORMAL SCHOOL DISTRICT.

THE Thirteenth Normal School district was created by special act of the Legislature in 1874. It includes the five counties of Clarion, Forest, Jefferson, McKean and Warren. Efforts, more or less active, have been making since that time looking towards the organization of the school. Strong men and true, with wise plan and steady purpose, pressed the work towards completion until the *eleventh* State Normal School opens its doors to student-teachers and others desirous of enjoying the excellent facilities for academic training which it will afford. The following account of proceedings we take from the *Clarion Democrat* of February 17th:

"The Committee appointed by State authority to examine the buildings and grounds

of the proposed Clarion State Normal School met here for the purpose of their appointment on last Tuesday. There were present Dr. E. E. Higbee, State Superintendent of Public Instruction; Prof. H. S. Jones, City Superintendent of Erie; Senator J. M. Greer, of Butler; Hon. Greer Orr, of Kittanning; Hon. J. H. Osmer, of Franklin; Prof. M. O. Campbell, Superintendent of McKean county, and Prof. C. F. McNutt, Superintendent of Clarion county, all of whom arrived in town on Monday afternoon or evening, and at ten oclock on Tuesday morning reported themselves in readiness to proceed to business. A procession, consisting of the committee accompanied by the Board of Trustees, stockholders, and prominent educators from various sections of the county and State, thereupon took up the line of march, and a few minutes later were seen wending their way up the gentle slope leading to the building which is to be occupied as the new Normal School. A temporary organization was at once formed on entering the building, by the election of Dr. Higbee as President and Supt. Jones as Secretary, after which Hon. J. H. Osmer was elected to preside as permanent President.

"Dr. Higbee read the act of the legislature defining the requirements necessary to be possessed by a Normal School before being entitled to recognition by the State. A committee, consisting of Messrs. Greer and Orr, was then appointed to examine the papers relating to the title of the property, as well as the assets and liabilities of the institution, which being finished to their satisfaction, the committee in a body proceeded to examine the building from attic to foundation. Among the apartments which called forth special commendation from members of the committee, as well as others, was the spacious school hall on the third floor, pronounced by many the finest Normal School hall in the State. The dormitories were next visited, where the investigation was continued with very satisfactory results. The large and cheerfully-arranged dining-room and other apartments on the first floor, the spacious halls, conveniently arranged sleeping apartments, bath-rooms and water-closets on the second and third floors, and the excellent system of heating and ventilation in use throughout the entire buildings, as well as the excellent system of drainage in course of completion, were all considered most favorably by the committee. In fact, the substantial and convenient arrangements noticeable on every hand, could not fail to convince all of the excellent judgment displayed by the building committee, who have given the minutest details their personal attention, and for which they are deserving of unbounded praise.

"Dinner had been prepared at the Jones and Loomis Hotels for the committee, the invited guests and citizens, and at each of these well-kept hostelries nearly one hundred persons sat down to tables laden with every luxury that could be found in the market. After dinner the Strattanville brass band, engaged for the occasion, discoursed lively music in front of the hotels, while the guests and others spent the time in pleasant social converse until 2:30, the time announced for the meeting at Frampton's Opera House.

"At the hour appointed, the Opera House was comfortably filled with an intelligent audience, including a large number of ladies. The meeting was called to order by Capt. W. W. Barr, chairman of the committee on programme, who in a few well-chosen words stated the object of the meeting, after which the following named officers were elected: President, Hon. James Campbell; Vice-Presidents, Nathan Myers, Porter Haskell, M. Arnold, G. V. Phillips, David Lawson, David Bowman, Geo. W. Arnold, J. L. Shallenberger, Maj. B. J. Reid, C. A. Rankin, Charles Leeper, Charles Kaufman; Secretaries, Geo. F. Kribbs, John B. Patrick and A. A. Carlisle.

"The first speaker was State Supt. Higbee, who highly commended our people for the work they have accomplished towards the advancement of our educational interests and impressed upon his hearers the importance of hearty co-operation in the furtherance of the work so well begun. He was followed by Supt. Jones, Hon. J. M. Greer and Hon. J. H. Osmer, all of whom spoke on the value of the location of such an institution in our town, and the great importance of education in general. After further remarks by G. W. Arnold and a stirring address by Judge Campbell, the meeting adjourned to reassemble in a stockholders' meeting at the arbitration room in the Court House at 7 p. m., to hear the report of the examining committee and transact such other business as might offer. This meeting was called to order by the President, Judge Campbell, in the chair. The first business of the meeting was the reading by the Secretary of the report of the examining committee. (Found elsewhere in the official department of this issue of *The Journal.*) On motion, A. G. Corbett was appointed to fill the vacancy in the Board of

Trustees caused by the resignation of J. T. Maffett, Esq.

"State Supt. Higbee then stated that twelve names had heen handed to him, from which he was authorized to select six persons as State Trustees. His appointments, as read, were as follows: For the term ending May, 1887—R. G. Yingling and David Bowman; for the school year ending May, 1888—W. W. Barr and W. W. Greenland; and for the term expiring May, 1889—Jno. F. Brown and J. Lloyd Shallenberger.

"After remarks by Hon. A. W. Smiley, and the appointment of a meeting of the Trustees for the election of a principal, the business meeting was formally adjourned."

Prof. A. J. DAVIS, former County Superintendent of Clarion, has been elected to the principalship.

THE GRAND ARMY AND THE ORPHAN SCHOOLS.

LATE ENCAMPMENT AT HARRISBURG—VINDICATION OF INSPECTOR SAYERS, ETC.

THE recent encampment at Harrisburg of the delegates from the Grand Army posts of the State was very large. Over a thousand comrades were gathered together from all sections of the Commonwealth. The session throughout was a very harmonious one, and seems to have given almost universal satisfaction. It is a matter of great interest, therefore, to the Department of Public Instruction to know the general sentiment of this large body of representative men in reference to the condition and management of the Soldiers' Orphan Schools; It is no difficult matter to find what this general sentiment was.

During the past year, as the result of a so-called investigation of these schools, the Male Inspector, Rev. Mr. Sayers, was declared to be unfit for his office, on account of gross neglect. Indeed, very plain insinuations of fraud and perjury were publicly made and embraced in the charges against him; and he was promptly dismissed from his position, together with his co-worker, Mrs. E. E. Hutter.

Summary dismissal from office under such charges was regarded by Mr. Sayers as unmerited, and he was unwilling to remain silent under these imputations, feeling most keenly the public disgrace which it involved. He availed himself of every opportunity, both public and private, firmly to protest, pronouncing every charge against him false and malignant.

Had he been guilty, he should have been deposed not only from his office as Inspector, but also from his office as minister of the Gospel and Chaplain of the Grand Army of the State. The Superintendent of Public Instruction very publicly made known his judgment in the matter. Indeed, he had relied upon the integrity and faithfulness of the Inspector to such an extent as to enforce in almost every case his recommendations and suggestions, and could see no reason whatever for his abrupt dismissal from office, and the appointment of another male Inspector without the slightest consultation with the Superintendent of Soldiers' Orphan Schools.

The inference was at once clear to the Superintendent that no one in the Department was deemed worthy of any confidence, and that the Department, to be saved from utter corruption, was thereafter to be managed indirectly through other and new agencies, in clear antagonism with the whole antecedent management. Indeed, this was not left to inference. The Superintendent was himself publicly requested to resign, under all the odium of the charges widely spread over the country, and was given to understand that the Executive regarded the Department of Public Instruction as without any Superintendent—and all this because the latter had seen fit to promote a deserving clerk in the line of proper civil service reform!

Apropos of this, however, does it not seem surprising that the management of the Soldiers' Orphan Schools could have been maintained at all? Had they been in the condition alleged as the ground of such bold action, they would have fallen to pieces long before this. None but good schools could maintain their organization against such an assault.

Now, the Grand Army organization from all parts of the State, was fully acquainted with all the charges against Mr. Sayers. The whole matter was notorious. They had through many of the Posts supplemented his inspection and made themselves acquainted with the management and condition of the Schools. Indeed, the new-made Inspector was a member of their own body; his report was printed by the State printer, and circulated far and wide. Nothing had been hidden. The challenge had been made with equal boldness *pro* and *con*. The gauntlet was as promptly taken up as it had been thrown down. No preliminaries were left ambiguous.

Under these circumstances the action of

the State Encampment must be a source of great satisfaction to Mr. Sayers, as it is to the Superintendent of the schools. Notwithstanding this whole array of accusation, verging at times upon both civil and criminal prosecution, and studiously spread and kept before the public through the newspapers of the land, the Encampment reelected as Chaplain the deposed and disgraced (?) Inspector with a very significant majority, and in addition to this passed an emphatic resolution, regarded by all as a token of full confidence, and a vindication of his fidelity in so far as this could be made, pending an investigation by another body. We are assured by leading members of the Grand Army who were present that no subject brought before the Encampment at Harrisburg was considered or disposed of with more general or more hearty evidence of interest and approval.

No plainer indication of the sentiment of the Grand Army could be asked for; and we congratulate Mr. Sayers that a part at least of his wearing burden has been taken away, and that much of the envenomed sting of his accusers has been removed.

A few words touching the course of legislation, in reference to the Soldirs' Orphan Schools, as recommended by the Encampment: Under the present law all admissions cease June 1, 1887, and the schools close June 1, 1890. No one can think that the Legislature will refuse the necessary appropriations—thus closing the schools abruptly, and sending out more than two thousand children, a large portion of whom must be maintained by the Grand Army Posts or by the supervisors of the poor in their respective counties. This would be gross injustice to the children, and to the managers also, who in view of the present law have continued their large investment, which would suddenly become almost valueless. The Grand Army expressed great abhorrence of any such action.

The change suggested, however, is that the law be repealed so far as admissions are concerned, extending the time to 1888. This we regard as unwise. If the law is to be changed at all it would be far better to close the schools in 1889, instead of 1890. This will give abundant time to make all necessary arrangements, and this will be the time covered by the appropriations of the present Legislature, and the time in which the commission of the present Superintendent expires.

Then, if any general legislation in regard to industrial schools or the care of destitute orphans in the Commonwealth is deemed necessary, it will be free from all entanglement with the present system of Soldiers' Orphan Schools, which has always been regarded as merely temporary and unsatisfactory. It will also be wholly separate from the Department of Public Instruction, which already requires the undivided attention and the whole time of its Superintendent.

It is now too late to divorce the two departments. It should have been done years ago. The schools should close without the disarrangement of a new office and new officers, and the way be opened for some much-needed legislation for the care and training of the destitute orphan children of the Commonwealth—a system more permanent and satisfactory than the farming-out method which has been so long maintained in reference to the Soldiers' Orphans.

"HALF-EDUCATED COLLEGIANS."

MR. EDITOR: In your editorial on the above subject, you say much that is true; and yet also fail to call attention to one or two important subjects in relation to the connection of college men with our public school system.

You state that college graduates object to being examined by the County Superintendents, but "think that they should go free." Certainly. To graduate in a Pennsylvania College requires not less than six or seven years of study for the classical course; in the scientific courses five or six years. Now, numbers of boys and girls graduate at Normal Schools in a *single year*. These are admitted to teach without further examination, while the college man must be examined, —often by a man who knows nothing of a liberal education. If it is right to exempt the Normal graduate with his *one* or *two* years' course of study, then certainly it is proper to exempt the college man with his five to seven years of study.

Then again, many of the subjects taught in our public schools, and on which examinations are based, are impractical, and of a nature unfavorable to hold in mind through many years. To illustrate: I have been asked on examinations, by excellent superintendents, questions involving obscure cases in arithmetic, not on practical, every-day problems, but "catch problems," as they are called; in grammar, on puzzles in construction; in reading, questions on use of emphasis, inflection, etc., and not by hearing me read; in writing, on the elements in letters, and not on a sample of my writing. I have no doubt at all in my own mind that a man who has received a college education, and has the elements of a teacher in him, is many times better qualified to teach than the Normal school graduate, even if he has forgotten much that the Normal graduate now knows. The long training has its value; things which

have been once studied, and have then slipped from the mind, will soon come back in the school-room. What college men ask is simply this, that they be put on a par with Normal graduates in reference to examinations, and to merit this treatment they are willing to have a professor of pedagogy in the college, and also to submit their graduates to a State Board of Examiners. Respectfully, G. G. GROFF.

Bucknell University, Pa.

Our good friend Prof. Groff makes the very common mistake of comparing unlike things, and thus his argument becomes a *non sequitur*, and fails, we think, to establish the point he is desirous of making. Our State Normal Schools are a part of our common school system, and their function is to train teachers for the common schools. Colleges are intended to educate in general scholarship, especially in the higher branches, without reference to the art of teaching, for which they are not equipped; and do not pretend to train in the elementary branches. Hence the longer a student remains in the college classes, the farther away he gets from elementary common school work and the proper methods of doing it; and therefore, not unfrequently, he fails to compete successfully with Normal School pupils at the district examination, or in the school-room if he should get there, because his education has been for a widely different purpose. Two years in a good Normal School, thoroughly drilled in common school branches, and the proper methods of teaching them, qualify a person to teach a common school vastly better than six or seven years devoted to a college course which has no such end in view, and is not arranged for such special professional work. In fact, they are so unlike that there is no comparison between them.

Puzzles, conundrums and obscure catch-questions in scholarship, are out of place and censurable in any examination for teachers' certificates. The object should not be to puzzle, disconcert or defeat the applicant, but to ascertain in a fair and kindly manner what is the applicant's general knowledge of the branches to be taught, and whether he knows how to teach them. The law in point is a matter too often overlooked, and one which the two extreme classes of candidates, namely, illiterates and college students, hardly ever think of, until it confronts them at the official examinations. It is not abstruse catch questions, but sometimes the fairest questions that can be asked, that pierce the joints of imperfect armor more effectually than any put by cranky and narrow pedants. Suppose, for instance, that the County Superintendent should put this proposition before a lot of undergraduates, or, if you please, alumni of colleges, who seek employment in the common schools: "Taking the text-books in general use in the schools, what is the proper and best method of teaching descriptive and physical geography?" In nine cases out of ten, this very simple and obviously proper test question would cut the ground from under their feet, and leave them helpless and speechless before the examiner—profoundly ignorant of the subject thus rightly put before them, and utterly unable to explain it, and perhaps at their wits' end on the teachers' platform.

The Professor's allusion to penmanship, however, is merely a repetition of the old-time complaints against County Superintendents, and confirms all we have said on that subject. The examinations by the Superintendent are not for the promotion of pupils from one grade to another, in which case proficiency in scholarship alone would do. They are the basis upon which to issue *teachers'* certificates—which is a very different thing. Penmanship is one of the graphic arts, and has its governing rules and principles as in any other art. He who would undertake to teach it must understand and be able to apply them, or quit the field. A specimen of the applicant's hand-writing, even if excellent, is not sufficient. It is the imperative duty of the Superintendent to find out, if he can, what the applicant knows about *teaching* penmanship, and mark him up or down accordingly.

The time has gone by when anybody can teach a common school by simply assigning to pupils so many pages or paragraphs of a text-book to be memorized over night, and recited verbatim next day; and the time of school children is too precious to keep them waiting in their seats until the teacher can remember what he has forgotten, if he ever knew it. We must have teachers who know the very day they take charge of the school exactly what to do, and how to do it. The schools are for the pupils, not the teachers. The latter are employees, selected to perform certain duties of a professional nature, and have no right to be employed unless they are qualified, no matter who they are or where they come from.

If young men go to college with the expectation that it will, of itself, prove a passport to employment as teachers in the common schools, they deceive themselves and very often miss their aim. But if, after the broad culture of a college course, they are

desirous of teaching the common branches, let them spend three months at one of our best equipped State Normal Schools before presenting themselves to the County Superintendent, and they will learn more about elementary scholarship and the art of teaching than they had dreamed of in all their lives before.

We leave the subject for the present, with this passing mention, although it opens up a very large field of discussion. We may refer to it again. In the meantime we thank Prof. Groff for giving us the opportunity to say thus much now.

NOTES FOR HISTORY CLASS—VIII.

THE first white settlers of America came at once into contact with a strange, barbarous, benighted people, whose friendship they politicly cultivated, so long as they were weak, and whom they came to look upon as natural enemies, to be extirpated at all hazards, so soon as they became strong. Unfortunately for this people, it appears the most prominently in our history in its rôle of hostility to the whites. Our earliest notion of an Indian, derived from a hasty study of the history of the colonial period, is of a painted fiend, with tomahawk in hand, pursuing with peculiar vindictiveness defenceless women and hapless children. Whatever else may be related of him is overshadowed by this grim phantom of savage cruelty. And yet in justice, not merely to the Indian, but also to ourselves, if we would know the whole truth of history, we should reflect that it is only occasionally that he makes this unwelcome appearance—that his acts of atrocity are mere episodes in his life. If we would know him thoroughly, we must see him likewise in his wigwam when his war-paint is off, converse with him, learn his ideas, his way of living, his habits and his pastimes. We shall find him, no doubt, in a low state of culture, ignorant, lazy, disgustingly filthy, and altogether not an agreeable associate, if we are at all fastidious in our tastes; but we cannot fail of becoming interested in him as illustrating one phase of our common humanity.

The Indians along the Atlantic coast, with whom the English had their first dealings, belonged to one large family, commonly known as the Algonkin family, which under various names—Abnakies, Narragansetts, Pequots, etc., in New England, Lenni Lenape in Pennsylvania, Powhatans in Virginia—occupied the whole coast from Nova Scotia to the Cape Fear river, speaking dialects of the same language, similar in their habits and at about the same stage of culture. A description of one tribe would apply in general to them all. But instead of compiling such a description, we shall perhaps render the reader a service more real by laying before him some of the original material therefor, as we find it in our note-book, in the shape of extracts from early accounts of the Indians of New England.

In Rosier's account of Weymouth's voyage we find this description of the natives of the coast of Maine in 1605:

"The shape of their bodies is very well proportionable, they are well countenanced, not very tall nor big, but in stature like to us; they paint their bodies with black, their faces, some with red, some with black, some with blue . . . Their clothing is beaver-skins or deer-skins cast over them like a mantle and hanging down to their knees, made fast together upon the shoulder with leather; some of them had sleeves, most had none: some had buskins of such leather sewed: they have besides a piece of beaver-skin made fast about their waists . . . They suffer no hair to grow on their faces, but on their heads very long and very black, which those that have wives bind up behind with a leather string, in a long round knot . . . Their canoes are made without any iron, of the bark of a birch tree, strengthened within with ribs and hoops of wood, in so good a fashion and with such ingenious art, as they are able to bear seven or eight persons."

These Indians evidently sought to make a favorable impression upon the strangers, and for this purpose decked themselves in gala-day attire. We find particular mention of six of them, "who had beautified themselves after their manner very gallantly, though their clothing was not differing from the former, yet they had newly painted their faces very deep, some all black, some red, with stripes of excellent blue over their upper lips, nose and chin. One of them wore a kind of coronet about his head, made very cunningly, of a substance like stiff hair, colored red, broad, and more than a handful in depth, which we imagined to be some insigne of his superiority."

Archer gives, in his account of Gosnold's voyage, a very similar description of the Indians along the coast of Massachusetts:

"These people are in color swart, their hair long, uptied with a knot in the part

behind the head. They paint their bodies, which are strong and well porportioned . . They are all naked, saving about their shoulders certain loose deer skins, and near their waists seal-skins tied fast like to Irish dimmie trousers." At Cape Cod "a young Indian came to the captain, armed with his bow and arrows, and had certain plates of copper hanging at his ears." On another occasion "there came unto the ship's side divers canoes, the Indians appareled as aforesaid, with tobacco and pipes steeled with copper, skins, artificial strings and other trifles to barter; one had hanging about his neck a plate of rich copper, in length a foot, for a breast-plate; the ears of all the rest had pendants of copper. Also one of them had his face painted over, and his head stuck with feathers in manner of a turkey-cock's train."

This mention of copper ornaments among the Indians at this early day is especially interesting, as indicating an extensive commerce among them, the nearest point at which this article could be obtained being the shore of Lake Superior, more than a thousand miles distant.

The prevalent idea of an Indian wigwam is derived from the "teepe" of the Plain Indians at the present day—a conical structure formed of a frame-work of long poles over which is stretched a covering of tanned hides. The dwellings of the eastern Indians were, however, constructed in a manner quite different from these, as may be seen from the following description, taken from Bradford's and Winslow's Journal.

"The houses were made with long young sapling trees bended, and both ends stuck into the ground. They were made round like unto an arbor, and covered down to the ground with thick and well-wrought mats; and the door was not over a yard high, made of a mat to open. The chimney was a wide open hole at the top; for which they had a mat to close when they pleased. One might stand and go upright in them. In the midst were four little trunches (stakes) knocked into the ground and small sticks laid over, on which they hung their pots, and what they had to seethe. Round about the fire they lay on mats, which are their beds . . In the houses we found wooden bowls, trays and dishes, earthen pots, hand-baskets made of crab-shells wrought together; there were also baskets of sundry sorts, bigger and some lesser, finer and some coarser. Some were curiously wrought with black and white in pretty works, and sundry other of their household stuff."

Daniel Gookin, writing fifty years later and with a more extensive knowledge of the New England Indians, gives a similar description of their "houses or wigwams," some of which astonish us by their great size:

"They are built with small poles fixed in the ground, bent and fastened together with barks of trees oval or arbor-wise on the top. The best sort of their houses are covered very neatly, tight, and warm, with barks of trees, slipped from their bodies at such seasons when the sap is up; and made into great flakes with pressure of weighty timber, when they are green; and so becoming dry, they will retain a form suitable for the use they prepare them for. The meaner sort of wigwams are covered with mats they make of a kind of bulrush, which are also indifferently tight and warm, but not so good as the former. These houses they make of several sizes, according to their activity and ability; some twenty, some forty feet long and broad. Some I have seen sixty or a hundred feet long and thirty feet broad. In the smaller sort they make a fire in the centre of the house; and have a lower hole on the top of the house, to let out the smoke. They keep the door into the wigwam always shut by a mat falling thereon, as people go in and out . . If the smoke beat down at the lower hole, they hang a little mat in the way of a screen on the top of the house, which they can with a cord turn to the windward side, which prevents the smoke. In the greater houses they make two, three or four fires, at a distance from one another, for the better accomodation of the people who belong to it. I have often lodged in their wigwams; and have found them as warm as the best English houses. In their wigwams they make a kind of couch or mattresses, firm and strong, raised about a foot high from the earth, first covered with boards that they split out of trees; and upon the boards they spread mats generally, and sometimes bear-skins and deer-skins. These are large enough for three or four persons to lodge upon."

Gookin was a contemporary and friend of John Eliot. The work from which the preceding extract is taken is occupied principally with the "Praying Indians," of whom he reckons fourteen towns, containing a population of eleven hundred souls. But as a preliminary he treats very fully of the characteristics of the Indians generally, as learned from his own observation, and we cannot do better than continue to extract

from his account. Speaking of their habits and customs, he says:

"They are much addicted to idleness, especially the men, who are disposed to hunting, fishing, and war, when there is cause. The little tillage or planting used among them was principally done by the women. Also in their removals from place to place, which they are inclined to for their fishing and hunting, at the several seasons, the women carry the greatest burthens; they also prepare all the diet.

"Their food is generally boiled maize, mixed with kidney beans, or sometimes without. Also they frequently boil in this pottage fish and flesh of all sorts, either taken new or dried . . . Also they mix with the said pottage several sorts of roots; as Jerusalem artichokes and ground-nuts and other roots, and pompions and squashes, and also several sorts of nuts and masts, as oak-acorns, chestnuts, walnuts; these baked and dried and powdered, they thicken their pottage therewith. Also sometimes they beat their maize into meal, and sift it through a basket, made for that purpose. With this meal they make bread, baking it in the ashes, covering the dough with leaves. Sometimes they make of their meal a small sort of cakes and boil them. They make also a certain sort of meal of parched maize. This meal they call *nokake*. It is so sweet and toothsome and hearty, that an Indian will travel many days with no other food but this meal, which he eateth as he needs, and after it drinketh water. And for this end when they travel a journey, or go a hunting, they carry this *nokake* in a basket or bag for their use.

"Their pots are of clay, almost in the form of an egg, the top taken off . . . Their dishes and spoons and ladles are made of wood, very smooth and artificial, of a sort of wood not subject to split. These they make of several sizes. Their pails to fetch their water in are made of birch barks, artificially doubled up, that it hath four corners and a handle in the midst. Some of these will hold two or three gallons . . . Their baskets are made, some of rushes, some of bents, others of maize-husks, others of a kind of silk grass, others of a kind of wild hemp, and some of bark of trees. They will hold from a pint to four bushels and more. Many of them are very neat and artificial, with portraitures of birds, beasts, fishes and flowers upon them in colors . . . The baskets and mats are always made by women; their dishes, pots and spoons are the manufacture of the men.

"Their ornaments, especially the women's, are bracelets, necklaces and head-bands of several sorts of beads, especially of black and white *wampum*, which is of most esteem among them, and is accounted their chief treasure. It is made of a part of the wilk's shell. The black is of double value to the white . . .

"Their weapons were bow and arrows, clubs and tomahawks, made of wood like a pole-axe with a sharpened stone fastened therein; and for defense they had targets, made of the bark of trees . . Their canoes were made of the trunks of pine or chestnut trees, hollowed out by burning. Some would carry twenty persons, being forty or fifty feet in length. They also made birch bark canoes.

"They used to oil their hair and skin with bear's grease, but now with swine's fat, and then paint their faces with vermillion or other red, and powder their heads. Also they use black and white paints, and make one part of their face of one color and another of another, very deformedly. The women especially do thus, and some men also, especially when they are marching to their wars.

"They are addicted to gaming and will play away all they have. And also they delight much in their dancing and revelings; at which time he that danceth (for they dance singly, the men and not the women, the rest singing, which is their chief music) will give away in his frolic all that ever he hath, gradually, some to one and some to another, according to his fancy and affection. And then when he hath stripped himself of all he hath and is weary, another succeeds and does the like; and so successively one after another, night after night, resting and sleeping in the days, and so continue sometimes a week together. And at such dancings and feastings and revelings, which are used mostly after the ingathering of their harvests, all their neighbors, kindred and friends meet together; and much impiety is committed at such times.

"Their government is monarchical generally, the chief sachem or sagamore's will being their law; but yet the sachem has some chief men that he consults with as his special counselors . . Their religion is as other Gentiles are. Some for their god adore the sun; others the moon; some the earth; others the fire; and like vanities. Yet generally they acknowledge one great supreme doer of good, and him they call *Woonand*, or *Mannitt*. Another, that

is the great doer of evil or mischief, they call *Mattand*, which is the devil: and him they dread and fear more than they love and honor the former chief good, which is God . . There are among them certain men and women whom they call *powows*. These are partly wizards and witches, holding familiarity with Satan; and partly are physicians, and make use, at least in show, of herbs and roots for curing the sick and diseased . . These *powows* are reputed, and I conceive justly, to hold familiarity with the devil; and therefore are by the English laws prohibited the exercise of their diabolical practises within the English jurisdiction, under the penalty of five pounds."

This mention of a five pounds' penalty for powowing brings us abruptly from savagery to civilization. We see the Indian face to face with a stern power, the destined destroyer, not merely of his religion, but of his very existence. Without a doubt, the English Puritan was sincere in his conviction that Satan was at the bottom of the heathen practices of the Indian, and he felt that there rested upon him a solemn obligation to stamp them out by force, if need be; and we cannot but admire the devotion of Eliot and his co-laborers in this field of missionary work. But in truth the Englishman of those days neither understood the Indian's religion nor cared to understand it. It was enough for him that it was unlike his own; and he had no patience with the puerile fictions that constituted the Indian's theology and mythology. With different views of natural religion, we regret that so few reliable particulars of the Indian's beliefs and myths have been preserved for us, as material for the modern science of comparative mythology, which has done so much to strip heathenism of its diabolical character and to place it upon a rational basis. Like all barbarous races, the American Indians had their myths and wonder-tales: and one of their chief delights of a winter evening was in listening, like the children that they were, to the recital of these legends by some expert story-teller, who could spin them out with an endless variety of marvellous and exciting details. One of the great heroes of legend among the Algonkin tribes was *Nanabozho* or *Michabo*, the *Great White Rabbit*, much of whose story was used by Longfellow in his tale of Hiawatha. Michabo had been a mighty hero in the olden times and a great benefactor of the Indians. He had cleared the earth of monsters harmful to men. He had built the Great Lakes for his beaver-dams; he had learned the art of net-making from the spider, and had given this knowledge to the Indians He had taught them, too, the use of the bow and arrow, and in many other ways had rendered them services. But he had long ago departed from among men, and now lived on a great ice-floe, somewhere in the far north. Yet in the fall of the year the Indians still had proofs of his continued existence; for then, preparatory to his long winter sleep, he filled his great pipe and took a godlike smoke, and the smoke spreading itself over hill and valley filled the atmosphere with the peculiar haze of the Indian summer.

These "Red Men of the Forest" have been the subject of much sentimental poetry and romance; but as a matter of fact their condition was very little to be envied. Separated into small tribes, often hostile to one another, they were never secure from the sudden attacks of enemies; and through their indolence and improvidence they were often reduced, in seasons when game was scarce, to extreme want. For these reasons they were never very numerous. It has been estimated that the whole number of the Indians east of the Mississippi, when they first became known to the English, did not exceed two hundred thousand—scarcely more than the present population of Pittsburgh. In their personal habits they were, like all savages, uncleanly. Their wigwams were smoky and were filled with vermin. Their highest notion of personal adornment was, as we have seen, to be besmeared with bear's grease and paint and gaudily bedecked with feathers. In character they were cunning, cruel, and vindictive. One trait which rendered them so dreaded enemies was the art with which they would feign friendship until all was ready for their work of butchery. Still, they were human, and they possessed many good qualities. They were hospitable to strangers, and were capable of warm friendship; they could remember and repay an act of kindness as well as an injury.

The terrible atrocities committed by them in the course of the early history of the country, have caused them to be judged harshly. To be just to them, it must be admitted that the provocation almost always came from the settlers, and that the warfare was savage on both sides. Indeed, the white settlers were intruders from the first; and the natives only exhibited, in their own way, a natural instinct of self-preservation in trying to expel them from their hunting grounds.

OFFICIAL DEPARTMENT.

THE NORMAL SCHOOL OF THE THIRTEENTH DISTRICT.

PROCLAMATION.

COMMONWEALTH OF PENNSYLVANIA.
DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, February 18, 1887.

LEGAL notice is hereby given that in accordance with the requirements of the law, I have recognized the school established at Clarion, Pa., as the State Normal School of the Thirteenth Normal School District, embracing the counties of Clarion, McKean, Jefferson, Forest and Warren.

In testimony whereof I have hereunto set my hand and affixed the seal of the Department of Public Instruction, at Harrisburg, this 18th day of February, 1887.

E. E. HIGBEE,
Supt. Public Instruction.

REPORT OF THE OFFICIAL INSPECTORS.

CLARION, PA, *February 15, 1887.*

TO HON. E. E. HIGBEE, *Superintendent of Public Instruction of the Commonwealth of Pennsylvania:*

The undersigned Inspectors appointed by you, with the consent of the Governor, in pursuance of the requirements of the seventh section of an "Act to provide for the due training of teachers for the Common Schools of the State," approved the 20th day of May, 1857, together with the Superintendents of the counties of *Clarion* and *McKean*, *ex-officio* members of the Committee, whose names are last subscribed, do report:

That on due notice received from the Department of Public Instruction, we did personally and at the same time, to wit, on February the fifteenth, 1887, visit and carefully inspect the proposed Normal School, located at Clarion, Clarion county, Pa., and after a thorough examination thereof, of its general arrangements and facilities for instruction, *we do approve the same*, and find that they fully come up to the provisions of the "Act to provide for the due training of teachers for the Common Schools of the State," approved the 20th day of May, one thousand eight hundred and fifty-seven, and its supplements.

We, therefore, certify the same to the Department of Pubic Instruction, with our opinion that the proposed Normal School at Clarion, has fully complied with the provisions of the said Act and its supplements, as far as can be done before going into operation under the same, and we unanimously recommend that it shall forthwith be recognized as a State Normal School for the *Thirteenth Normal School District of Pennsylvania*, composed of the counties of Clarion, Forest, Jefferson, McKean and Warren. [Signed,]

J. H. OSMER, JOHN M. GREER, GRIER C. ORR, H. S. JONES.

M. O. CAMPBELL, *Supt. McKean County.*

C. F. MCNUTT, *Supt. Clarion County.*

ITEMS FROM REPORTS.

ALLEGHENY.—Supt. Hamilton: Owing to its commercial and manufacturing advantages, Allegheny county is rapidly increasing in population, mainly located in the districts adjacent to our two great cities, which gives a large portion of the county the appearance of an immense village. To accommodate this increasing population with educational facilities, numerous school buildings have been erected in the various districts. A substantial frame house of one room has been built in North Fayette township—a model of neatness, convenience, and economy. Moon township has a two-story frame house of two rooms; Coraopolis borough, formerly a part of Moon district, a handsome two-story brick consisting of two rooms with a heater in the basement; and an excellent two-story building of four rooms, in Harrison twp.

ARMSTRONG.—Supt. Stockdill: Nearly all of our schools are doing good work. The directors of Cowanshannock, Burrel, Bethel, Kiskiminetas, Parks, Perry, Plum Creek and West Franklin deserve credit for the excellent school buildings that they have erected during the past year. The school buildings of Kiskiminetas are built upon an improved plan. They have a large grate in one end of the house and a stove in the other—thus securing excellent ventilation. The fuel does not amount to more than formerly, when they had only one large stove. I hope this plan may be widely followed in the erection of new buildings. We are pleased to say that our last County Institute was generally regarded as superior to any previously held in the county. Our directors speak well of it. Our teachers gave their hearty co-operation, without which an Institute cannot be successful.

BEAVER.—Supt. Reed: Since the 1st of September last, about forty educational meetings have been held in different parts of the county, twenty-eight of which I attended. Almost all the meetings were well attended, and their good results may be seen in the schools. Nearly all the teachers are doing very good work. The school board of New Brighton has organized an industrial department in connection with the public school.

BEDFORD.—Supt. Cessna: The schools are doing better work, and the teachers are experiencing less trouble than during any previous year of my visitations. The teachers are learn-

ing how to manage the pupils, and the parents, in the rural districts, are learning each year not to find so much fault with the teachers, by taking up every little trouble and using it against the teachers and the schools. All this makes a marked improvement for good in the general management of the schools.

BERKS.—Supt. Keck: The Douglass schools have been supplied with maps and globes. The schools of this district are making commendable progress. The Spring directors have opened an additional school near Adamstown. The Lower Heidelberg directors furnished one building with slate surface. The Bern directors enlarged the school grounds at the Mines. First-class school houses, properly furnished, were built in Longswamp, Colebrookdale and Hereford. The last two named have slate surface instead of the ordinary blackboard. The Longswamp schools were supplied with Physiological Charts. The Marysville building in Colebrookdale, and the Barto building in Washington, were also supplied with slate surface. The Churchville grammar school was refurnished with patent furniture. Mr. Jesse G. Hawley, proprietor of the Reading *Eagle*, in order to stimulate friendly competition and promote interest in the work of the schools, offered one year's subscription to the *Eagle*, and the following prizes to the teachers for the school term ending about April 1, 1886, the prizes to be awarded by the County Superintendent: 1. To the teacher whose record shows the best average per cent. of attendance for the term, a Webster's Unabridged Dictionary, or other books of equal value. Awarded to W. Z. Deck, Stouchsburg. 2. To the teacher with second best attendance, a Webster's National Pictorial Dictionary, or other books of equal value. To Miss Celesa Daniels, Bernville. 3. To teacher with third best attendance for the term, a Webster Academic Dictionary, or other books of equal value. To N. Z. Dunkelberger, Ontelawnee. 4. To the teacher whose record shows the greatest per cent. of improvement over last term in attendance, Chambers' Encyclopedia or Library of Universal Knowledge, American edition, or other books of equal value. To D. M. Blatt, Cumru.

CAMERON.—Supt. Pearsall: Three Local Institutes have been held this month. They were well attended, and proved interesting and profitable. The afternoon sessions were used to review the schools in their regular work, whilst the evening sessions were devoted to readings, recitations, etc., by the pupils, and to discussions by the teachers and others present.

CARBON.—Supt. Snyder: I have visited all but three of the schools once, and many of them twice. In most of them excellent work is being done. On comparing the carefully gathered statistics of the last two years with those of this year, I find a marked improvement in the amount of professional reading done by the teachers. Nearly all the teachers in the county are subscribers to one or more live educational journals, and nearly all have the latest and best works on teaching. Most of the teachers are enthusiastic and earnest in their work, sparing neither time nor labor to make their schools a success. Slate blackboards are fast taking the place of all other kinds. Two school-houses in Franklin township, two in Mahanoy, and one in Lower Towamensing, have been furnished with very excellent slate blackboards during this year. A very large joint Local Institute, of the counties of Carbon, Lehigh, and Northampton, was held at Slatington, January 14th and 15th. The Superintendents of the three counties were present, and several instructors from abroad. On Friday evening an elocutionary and literary entertainment was given by the pupils of the Slatington schools, under their worthy Principal, F. J. Stettler. Dr. N. C. Schaeffer also delivered an able lecture on the subject, "Know Thyself." One hundred and ten teachers were in attendance, and eleven out of the twenty districts of Carbon county were represented.

CHESTER.—Supt. Harvey: The Local Institute, held in West Grove, was of more than ordinary interest. Directors, teachers, and pupils took an active part. A number of instructors from abroad were present, and evening entertainments were provided for. The trouble in our county is that the public halls are not near large enough to accommodate all who wish to attend these educational meetings.

DELAWARE.–Supt. Stewart: Additional rooms have been built in the following districts: one at Sharon Hill, in Darby Boro, and one in Radnor. Todmorden has reopened its schools after being closed for two years. A number of districts have increased their teaching force, making a total increase of eight teachers. Two new houses are in course of erection—one in Upper Darby, and one in Darby township.

INDIANA.—Supt. Cochran: Our teachers are taking an active part in the numerous Institutes held in different parts of the county. In many townships the teachers belong to the Reading Circle that was organized at the County Institute, and take occasion, in the Local Institutes, to discuss the subjects they are reading about in the course provided. A joint Institute, held at Cherrytree, by the teachers and superintendents of the counties of Clearfield, Cambria, and Indiana, was one of the most successful meetings it has been our good fortune to attend. From 300 to 400 teachers and citizens were in attendance, and the reports and discussions were quite animated and instructive. "Realistic Rambles," on Saturday evening, was listened to by a large audience.

JUNIATA —Supt. Auman: Two successful Local Institutes were held during the month—at East Waterford and at Thompsontown. They were well attended by the teachers and citizens of the respective districts, The exercises consisted of singing and recitations by pupils, and discussions of school questions by all.

LANCASTER. Supt. Brecht: Six of the school-houses in East Hempfield are tastefully papered. The Rohrerstown graded school in this township, through the active and persistent efforts of its teacher, ably seconded by the patrons and school friends of the district, added in the past few years $167 worth of modern appliances to

the school. The term in East Hempfield has been lengthened to seven months.

LEBANON.—Supt. Bodenhorn: Four Local Institutes were held during the month—at Fredericksburg, Jonestown, Myerstown, and Annville. They were all well attended and created much interest.

LEHIGH.—Supt. Knauss: Our schools are doing well. In a few districts the attendance is irregular, on account of the prevalence of measles. During the present term we have held seven Local Institutes, all of which were well attended and proved a success. The one held at Slatington, jointly by teachers from Carbon, Northampton and Lehigh counties, was one of the best and largest ever held in the county. Over 100 teachers, a number of school directors, and a large number of other friends of education, were in attendance.

LUZERNE.—Supt. Coughlin: An important feature of our last annual County Institute was its division into three departments for special work, viz., *primary*, *ungraded*, and *principals* and *grammar-school teachers*. These separate departments met in the forenoon. The afternoon sessions were general. This departure from former methods proved very satisfactory. The interest manifested in the meeting was equal to former occasions, and the general opinion denominated it the most practical Institute ever held.

MCKEAN.—Supt. Campbell: The Liberty directors have furnished all their old houses with new patent furniture.

MIFFLIN.—Supt. Owens: Five Local Institutes were held this month—each commencing Friday evening and continuing over Saturday. They are doing much good in awakening the people, as well as in strengthening the teachers. In Union township a Teachers' Meeting has been organized; semi-monthly meetings are held in different parts of the district. The plan is a good one and should be adopted by other districts.

MONTGOMERY.—Supt. Hoffecker: Local Institutes, lasting two days each, were held at Pennsburg, Salfordville, and Kulpsville. The attendance was very large at all these meetings. At Kulpsville it was estimated that not less than 500 people were present. About forty teachers and a large number of directors were present at each of these meetings. The experienced and the inexperienced teachers seemed to vie with each other to make the work of the Institute profitable. Many of the directors and citizens took an active and progressive part in the discussions.

MONTOUR.—Supt. Ream: A Local Institute was held at Washingtonville. Thirty teachers were present. The meeting was well attended by citizens. The exercises, consisting of 'talks' and 'class drills,' were both interesting and instructive, and the closest attention was given by all present. Our citizens, as a rule, do not visit the schools as often as they should, and consequently there exists some opposition to new and advanced ideas of method and of school work in general. The Local Institute is one of the means by which we hope to reach the people and to convince them of the truth, by giving practical illustrations of actual school-room work. A reform is being brought about, but at the expense of indomitable energy and perseverance. Progress is being made slowly but surely. The County Institute was well attended by citizens, but compared with last year there was a falling off in the attendance of teachers.

SNYDER—Supt. Boyer: In my former report I failed to notice the new brick school-house erected in Union township. It is a substantial structure furnished with patent desks. The directors were obliged to take possession of suitable ground, and had it appraised by process of law. The jury awarded the owner $175—a fair price. An appeal was taken from this decision and a lengthy trial ensued. The jury finally awarded a less amount than $175, and the owner of the land realized that he had made a mistake in not agreeing to the original valuation; he had the annoyance and expense of fruitless litigation. The directors of Centre township have made arrangements to build a new brick house. The contract is signed and the bricks are on the ground. Work will be commenced as soon as the weather will permit. When this house is finished, this township will have all new houses, surmounted with cupolas. During the months of December and January I held thirteen Institutes and educational meetings. They were numerously attended, and great interest was manifested in the proceedings. I visited two schools each day. Written notices are sent to the respective directors, informing them of the time when I expect to visit their schools and urging the necessity for their attendance. I have had the pleasure of meeting many directors in the schools. In Selinsgrove the increase of pupils demanded the employment of an assistant teacher in the High School. We now have graded schools at Selinsgrove, Freeburg, Middleburg, Beavertown, Adamsburg, Centreville, Shamokin Dam, and Port Treverton.

TIOGA.—Supt. Cass: Middleburg township has built three new houses that are a credit to the board of directors. Each house is well built and supplied with patent furniture. Clymer has repaired part of its houses, and furnished all of them with patent furniture, including recitation seats and teachers' desks. Sullivan has commenced the good work, and we hope the time will soon come when the Baity house will be but a sample of all. Brookfield has also repaired and refurnished two houses. The following districts have supplied houses with patent desks: Union, three; Richmond, two; Delmar, two; Chatham, one. Union and Chatham have each built a new house. May the good work go on!

VENANGO.—Supt. Lord: I regret to announce the destruction of another of our school-houses by fire. The house at Utica, a good three-room building, caught fire in some way from natural gas by which it was heated, and was entirely destroyed. It was well supplied with maps, charts, and other apparatus, and a good school library valued at $300. The insurance of $1200 will cover about two-thirds of the loss. The Board of Directors have purchased an

addition to the lot, and intend to enlarge the old house or build a new one in the near future. This work will be commenced as soon as the weather will permit, and a first-class four-room building will be ready for use by the opening of next term. Pine Grove has supplied each of its schools with a County Map of Pennsylvania. Our schools are nearly all doing good work this term.

YORK.—Supt. Williams: Every Friday evening and on the following Saturday, a Local Institute is held in the county. We are assisted in these meetings by State Normal School teachers. Some of these Institutes are large and enthusiastic; all are doing a good work. Whilst inclement weather sometimes operates against the attendance, yet the interest and enthusiasm are kept up.

ASHLAND.—Supt. Michener: Two of Yaggy's Anatomical Studies have been purchased by the Board. We hope to find them of much value in our work in Physiology,

BEAVER FALLS.—Supt. Knight: Mr. S. M. Hawkins, Treasurer of the Board of Education, died at his home in this borough, January 14, 1887. His disease is supposed to have been neuralgia of the heart. He had left his place of business in the evening in perfect health, retired as usual, awoke at 5 A. M., and died at 6.40. He was one of the most active members of the Board, and will be greatly missed.

MAHANOY CITY.—Supt. Ballentine: The Board has purchased three Yaggy's Anatomical Studies, and placed one in each of our three school buildings, to be used by all the teachers.

SHAMOKIN.—Supt. Harpel: Upon the petition of twenty citizens, an evening school was organized at the beginning of the month. The number of boys who decided to avail themselves of this opportunity for self-improvement increased quite rapidly, and a second school was opened. The schools are now graded and doing good work. Among the books recently added to our public school library was Allibone's Dictionary of Authors.

TAMAQUA.—Supt. Ditchburn: The attendance has somewhat improved this month, but it is yet very far from what it ought to be. Sickness among the children still prevails to an alarming extent

YORK.—Supt. Shelley: York will pass under the corporate powers of a city of the fourth class with the spring elections. The work of the schools is progressing favorably.

HAZLE TWP.—Supt. Williams: A number of our schools have been supplied with slate blackboards, and the Board has decided to furnish every school in the district with them. At our last Institute, Mr. P. C. Kauffman, one of our prominent lawyers, delived a lecture on "Utah and the Mormons." It was both instrnctive and interesting.

PLYMOUTH TWP.—Supt. Gildea: Three of our schools have not been so well attended during the past month on account of the prevalence of measles. An examination of the pupils of the other schools shows that nearly all the teachers are doing excellent work. They seem to have acquired fresh vigor from being in attendance at the County Institute.

LITERARY DEPARTMENT.

NO writer since Hegel has exerted so profound and far-reaching an influence on human thought as Herbert Spencer. This fact alone should be enough to induce every thoughtful person to make himself acquainted at least with the fundamental principles of this great thinker's philosophy. Unfortunately, however, or perhaps fortunately, his principles have aroused bitter opposition, are fiercely attacked and as fiercely defended, and as often as not are misrepresented both by friend and foe. Current literature is therefore so full of books and reviews and essays and articles about the philosophy of evolution that the temptation simply to read some of these and from them form a judgment of Mr. Spencer and his system, is too strong for many. So that while no educated person is willing to confess ignorance of the principles of evolution—but on the contrary will criticise them freelv, and oppose or espouse them unhesitatingly—there yet are too many of these very persons who have never looked inside of one of Mr. Spencer's own works. This is the main reason why there is so much misconception and misrepresentation, coupled with warmth of feeling and prejudice both for and against them, to be met with everywhere. What is needed, for the sake of truth and honesty, is more personal acquaintance with, and calm, thoughtful, and judicial study of, the much-discussed but little understood system in the works themselves of Herbert Spencer. In no other way will the merits and defects, the degree of truth and of falsity, in this philosophy ever be determined.

It is mainly for this reason that we here call attention to the subject. Evolution is the dominant philosophy of to-day. Our teachers hear it discussed everywhere; periodical literature is full of it; theology generally denounces and derides it; scientific works as generally accept it, many even of our text-books take its truth for granted; it is not only desirable, it has become almost necessary, for our teachers to know what it is, and intelligently to judge its claims. It is no longer possible for any enlightened person to simply ignore it; least of all is it possible for our public educators to do so. The time is here when Spencer's "Synthetic Philosophy" demands a place in every well-equipped library. It is not enough to have this one's "Examination" of it, or that one's "Refutation" or another's "Vindication." A correct and satisfactory judgment of the system cannot be formed save from a close and thorough study of Spencer's own works. To attempt it is unjust, dis-

honest, to him and to ourselves; and it is folly besides.

And why should we not so study them? It is neither a dry and uninteresting task, nor one so difficult as to be burdensome. For unlike former systems of philosophy, there is no transcendental speculation, and little metaphysical abstruseness, to confuse and weary one. All of it, indeed, requires close attention and logical thinking; but the only really difficult part is that on "The Principles of Psychology,"—though George Eliot, it is said, used to read it for recreation, when wearied with hard study! The remarkable clearness of arrangement, wonderfully close logical method, and singular purity and directness of style, which characterize all the volumes, help materially to lighten the reader's task,—another contrast with former philosophers, as Kant, Hegel, and even Lotze. Indeed, the volume of "First Principles" is a model of English style, and well worth reading as an exercise in literature alone. Moreover, even if the philosophy should not interest, every volume is so full of new data and curious facts, culled from every realm of human knowledge, as to make them interesting for the entertaining information they give. Certainly the time and labor spent in studying these volumes will be amply repaid, even if their philosophy be rejected, by the fund of new and diverse facts learned from every sphere of knowledge and science; and especially by the training undergone in accurate thinking, the exercise in analytical and synthetic thought, in strict logical methods; and last but not least by the literary benefit derived from the study of so consummate a master of clear and forcible style as is Mr. Spencer.

His publishers in this country are Messrs. D. Appleton & Co., of New York. And the volumes of his Synthetic Philosophy thus far issued are the following: *First Principles*, laying the foundations of the whole system, and defining the general law of evolution according to which all the forces of the universe act. *Principles of Biology*, or the science of life, in two volumes, treating of the origin of living things and the laws of their growth and variation etc. *Principles of Psychology*, in two volumes, beginning with an examination of the nervous system, inquiring into the substance of mind, and then treating of the various mental faculties in detail. *Principles of Sociology*, to be complete in three volumes, of which two are ready. They treat of the new science of society as an organism, of which Mr. Spencer may be called the founder; examine into the mode of life, thought, feelings, the manners, customs, superstitions, of mankind from the lowest races up to the highest. These volumes are of special interest, and full of rich information. *Principles of Morality*, to be complete in two volumes, of which only Part I, on the Data of Ethics, is ready. These volumes are uniformly bound, made in a substantial style worthy of both author and publishers; and are sold at the low price of $2 per volume.

SOME NEW SCHOOL-BOOKS.

Teachers of Botany will welcome the new volume in Appletons' Science Text-Book Series on *Physiological Botany* (New York: D. Appleton & Co.), abridged from Dr. Bentley's well-known work, and prepared as a sequel to her popular "Descriptive Botany" by Eliza A. Youmans. It is needless to say that this work is in every way excellent, with its many helpful plates, and well worthy of a place in this deservedly popular series of text-books. In our opinion the study of the physiology of plant-life is of more importance to our scholars, and more essential to a right education, than the ordinary study of the merely descriptive part of the science, showing the properties and relations of the organs of plants. Physiological Botany should be taught more generally and thoroughly than is now commonly the case; and for such study we know no better text-book than this one of Miss Youmans.

A very practical and convenient aid to thoroughness in botanical study has been prepared by Dr. Geo. G. Groff, well known as a popular Institute lecturer as well as a thorough professor and prolific author, in his *Book of Plant Descriptions*, or Record of Plant Analyses, (Lewisburg, Pa: The Author). It is an octavo bound in boards, and contains a very convenient synopsis of the terms used in plant descriptions, and a schedule of work to be done in the botanical laboratory, to which is added a list of subjects suggested as suitable for theses. The bulk of the book consists of rubricated blank pages for the record of plant analyses and descriptions. It will be found very handy and useful by botany classes on field excursions. The same author sends us also a pamphlet of *Quiz Questions on Anatomy, Physiology, and Hygiene* (Lancaster, Pa: Inquirer Co.), intended and specially prepared for teachers in their class quizzes as well as for students in their private reviews and preparation for examination. It is a comprehensive and searching little work.

More ambitious is Edw. R. Shaw's *National Question Book* (New York: E. L. Kellogg and Co.), which in its 321 pages essays to give "A Graded Course of Study for Teachers and those Preparing to Teach." It is intended therefore to be more than is expressed in its title. It proposes the four grades of third, second, first, and professional; then are given questions on the branches of study to be pursued in each. These questions are in general carefully and judiciously made and arranged, with the evident desire "to get the teacher to go forward" on the road of professional fitness. The book is well printed and bound. Properly used, teachers will find it helpful.

Some time ago we noticed Mrs. Knox Heath's First Part of *Elementary Lessons in English* (Boston: Ginn & Co.). *Part Second* has just been issued, in uniform style, and containing nearly 400 pages. It treats, in an eminently practical and even entertaining manner, of "The Parts of Speech and How to Use Them." Its aim is not to make technical grammarians of the pupils, but rather to give them a knowledge of our language and how to use it. Hence it differs in many important respects from the traditional "grammar book," and in so far

is a great improvement thereon; while at the same time it contains all of English grammar that ought to be taught below the High School. An excellent feature is the introduction of classic pieces of literature, prose and poetry, in illustration of the lessons. Altogether the book like its predecessor can be heartily commended as a step in the right direction for making the study of our language interesting and pleasant instead of dry, forbidding, and practically ineffective. The same publishers have also ready *Stickney's Second Reader*, following the same plan and method as this author's First Reader, to which we have already referred. One of the good features of this series is their attractiveness for children, both in the reading matter given, and in the illustrations, typography, and binding. While the lessons are carefully graded on an ascending scale of difficulty, they are not the usual "made-to-order" stuff, but are genuine stories, etc., of real literary merit, by writers of known ability and standing. These Readers can safely be commended as a great advance on the old-time stereotyped books of the kind, and are well worth the attention of directors and teachers.

For the study of German an attractive little set of books is the *Electic Series* (New York: Van Antwerp, Bragg & Co.) prepared by Messrs. W. H. Weick & C. Grebner, specially for use in American schools. The series consists of a Primer "on the analytic-synthetic method of teaching writing and reading together," by which eye and hand, hearing and speech, are trained simultaneously. Next after the Primer come the First, Second, and Third Readers, all arranged on the same plan. Each lesson is first to be read by the teacher, fully explained and discussed, then read by the scholar. There are also special exercises on the grammatical contents and construction, and exercises in translation from English to German. The books are all fully and handsomely illustrated. The selections are nearly all made from the standard prose and poetical writers of Germany, dead and living. With a good teacher the Eclectic Series ought to be very successful, the instruction and training afforded being more thorough and yet simpler and more interesting than that given in most books of the kind.

AMERICAN LITERATURE: *1607–1885. By Charles F. Richardson. Vol. I. The Development of American Thought. New York: G. P. Putnam's Sons. 8vo. gilt top, pp.* xx. *535. Price, $3.*

The need of a critical, full, and thoroughly reliable history of American as separate from English literature, has long been felt. It is now for the first time satisfactorily supplied in this beautiful volume by an author than whom there is none in the country more competent to deal with so important and so difficult a subject. Prof. Richardson has been a life-long student of English and American letters, has had years of thorough training as a critic on the staff of several of the foremost literary journals in America, and for the last seven or more years has worthily filled the chair of Anglo-Saxon and English Literature at Dartmouth College. The work before us has no rival for thoroughness, comprehensiveness, critical fairness, and scholarly treatment, in the language. It is the *only* history of American literature in existence which fulfills all the conditions such a work should fulfil. This first volume is to be followed by a second and concluding one next year on American Fiction and Poetry. The present volume is devoted to historical, political, theological, philosophical literature, essays, travels, etc. On every page of it are manifest, not only the author's wide range of reading among the works of old writers, especially in the colonial period, to which few have or care to have access ,but also his critical acumen and conscientious justice in estimating each writer's relative place and importance, usually with abundant extracts from their works to enable the reader himself to form an intelligent judgment. Few individual writers are considered separately at any length, the only ones who have separate chapters devoted to them being Franklin, Irving, and Emerson. The work is sure at once to take its place as the standard history and highest authority on the subject. No student of literature can afford to be without it. It fills a place no other work supplies. It claims room on the shelves of every college and school library by virtue both of its important subject and its own intrinsic worth. The publishers have done well to spare no pains on such a book; for it deserves the excellent paper, large, beautiful typography, generous margins, ornamental head and tail pieces, full index, and handsome binding, they have given it. In every respect it is one of the most satisfactory books we have handled for many a year.

LIFE OF THOMAS HART BENTON. *By Theo. Roosevelt. Boston: Houghton, Mifflin & Co. 12 mo. gilt top, pp 372. Price, $1.25.*

We wrote at length, some time ago, of the exceptional importance and general excellence of the volumes of the *American Statesmen Series*, of which this is the fourteenth. We said then that the series was the most useful set of books to be had for the work of training our children for the duties of intelligent citizenship. All which we emphatically reiterate. Few of our boys will refuse to read the lives of the three Adamses, of Hamilton, Calhoun, Jackson, Randolph, Jefferson, Monroe, Webster, Gallatin, Madison, Marshall and Benton, as told in these brightly-written volumes; and none can read those lives without imbibing from them a sense of the dignity of American citizenship, a fresh love for our country, a clear idea of their rights and duties, and a wholesome ambition to make themselves worthy of such a line of political ancestors, and perhaps some day to have their names added to the roll of American statesmen. The life of Benton, so freshly described and from so lofty a political standpoint, by Mr. Roosevelt, must be a particularly inspiring one to boys; while the history of the times in which he was so prominent an actor, cannot be learned more thoroughly, or in a manner more interesting, than from just this volume, together with that on Jackson. Take, for example, the very first chapter. Where could a clearer idea be had of the Young West, that has since become such a giant, than from it? Again, no more interesting and impressive account is to be found anywhere than Mr. Roosevelt gives of the Rise of the Spoils System, the great bane and danger of our national politics. The War on the Bank, the Struggle with the Nullifiers, the Appearance of the Slave Question in Politics, the Boundary Troubles with England, the apparent victory of the Slave Power, are all intelligently discussed as they come up in the course of Mr. Roosevelt's narrative.

The volume is one of the most able and interesting of the whole series, which we again urge upon directors and teachers as one that ought to be in every school library in the country.

THE EMANCIPATION OF MASSACHUSETTS. *By Brooks Adams. Boston: Houghton, Mifflin & Co. Cr. 8vo. gilt top, pp. 382. Price, $1.50.*

THE PIONEER QUAKERS. *By Richard P. Hallowell. The same. 16mo. gilt top, pp. 98. Price $1.00.*

We place these two books together because the second, though written quite independently of the other, is but a corroboration and elaboration of one of the most interesting chapters of the former; and because the Quakers were themselves an important element in the emancipation of Massachusetts from the tyranny of Puritan bigotry and intolerance. Both volumes are original, weighty, and very important contributions to the early history of New England. Perhaps they ought to be called corrections of the current history of New England. For Mr. Hallowell, after giving a very clear though succinct account of the origin of Quakerism in England, its peculiarities and characteristics, is mainly concerned with proving, from original and authoritative sources, that the Quakers of New England have been uniformly misrepresented and slandered by all the standard histories. His account of their life in Massachusetts, and of the outrageous persecution to which they were subjected by the Puritans, is intensely interesting, and makes one lose much of his deep reverence for those cruel old bigots, to whom nevertheless America owes so much. This feeling is enhanced by Mr. Adams' volume. He shows, evidently with the sternest regard for the truth of real history, that the old Puritans were not only bigots and fanatics, but also self-seeking, ambitious, and worldly. He gives a history not only of their despotic cruelty to the Quakers, but also of their equally unjust and heartless persecution of the Antinomians and Baptists, as well as of the whole Witchcraft disgrace. Indeed, he writes so much of the history of Massachusetts as is needed to prove his proposition that from the beginning up to the Revolution there was one long and severe struggle going on to emancipate the Province from the arbitrary and tyrannic rule of the Puritan hierarchy. Both books are scholarly productions, gracefully and forcibly written, and full of important and new facts for the student of American history. Both, moreover, are beautifully printed and bound, as indeed are all the productions of the Riverside Press.

ESSENTIAL STUDIES IN ENGLISH AND AMERICAN LITERATURE. *For School and College use. By James Baldwin, Ph. D. Philadelphia: John E. Potter & Co. 12mo. pp. 384. Price, $1.25.*

We had occasion some time ago to speak approvingly of Prof. Baldwin's little volume entitled "The Book Lover." We are glad to be able to do the same of this little work. As a text-book it seems to us to pursue a method and possess other features that make it more practically useful and productive of better results than most text books of literature that we have yet seen. By grouping together for comparative study the works of similar character, it makes the study of literature rather than of its history the prime object. Thus, after a preliminary chapter on the Beginnings of English Literature, it takes up Ballads from the oldest to the most modern, then chapters follow on Poetical Romances, Story-telling Poetry, Allegory, The Drama, History, Epic Poetry, Religious Prose, Essays, etc. A final chapter is devoted specially to a brief survey of American literature. Most excellent features are the clear and concise Definitions at the head of each division; the references under each author to works treating of him; the readings from each author indicated to be read by the pupil; and finally the questions and exercises for further study given under each author or topic. Altogether we consider the book an admirable one, and commend it as among the best we know for literature classes.

THE LAY OF THE LAST MINSTREL. *By Sir Walter Scott, Bart. Edited with notes by Wm. J. Rolfe, A. M. Illustrated. Boston: Ticknor & Co. Squ. 12mo. pp. 242. Price, 75 cents.*

Whatever Mr. Rolfe does he does thoroughly, accurately, exhaustively. Hence these are the characteristics also of this seventh volume of "The Students' Series of Standard Poetry" which he is editing. Purity of the text seems to be his first aim here, as in all his work. Next, thorough elucidation of the text, so that every word is understood by the reader. Finally, in order to the preceding, explanation of every historical, geographical, archæological, and other reference in the poem. All this is accomplished by means of the copious Notes which occupy about one-half of the volume, together with a very interesting historical and critical Introduction. It goes without saying that Scott's immortal Lay is worthy of all the study bestowed upon it; few poems in the language are more worthy. And perhaps better than any other it is adapted for study in school, as it so fully enlists the interest of young folks. The paper, press-work, and whole mechanical execution, are very superior. Literary Societies and Reading Circles, as well as private students, will appreciate the work fully as much as teachers of literature and reading.

HOUSEHOLD EDUCATION. *By Harriet Martineau. Boston: Houghton, Mifflin & Co. Fifth Edition. 18 mo. pp. 366. Price, $1.*

Though not a new work, this wise and helpful little book, by one of the most learned and thoughtful women that ever lived, has not yet been superseded, and scarcely ever will be, as one of the very best books on the subject in existence. Written in a simple, direct, clear style, it is full of precious truths and helpful suggestions to parents, on the physical, intellectual, moral, and social training of their children—suggestions that every earnest teacher, too, can use and will appreciate. It is most helpful on such difficult questions as those of discipline, indulgence, temper, and habits, the culture of the feelings, the will, and the conscience; and in fact the whole mighty problem of child training and education. The earnest, sympathetic, loving teacher, in distinction from the mere hireling, will find this little book a very gem, and will certainly thank us for having called attention to it. To such an one it will be worth a number of ordinary volumes on pedagogy.

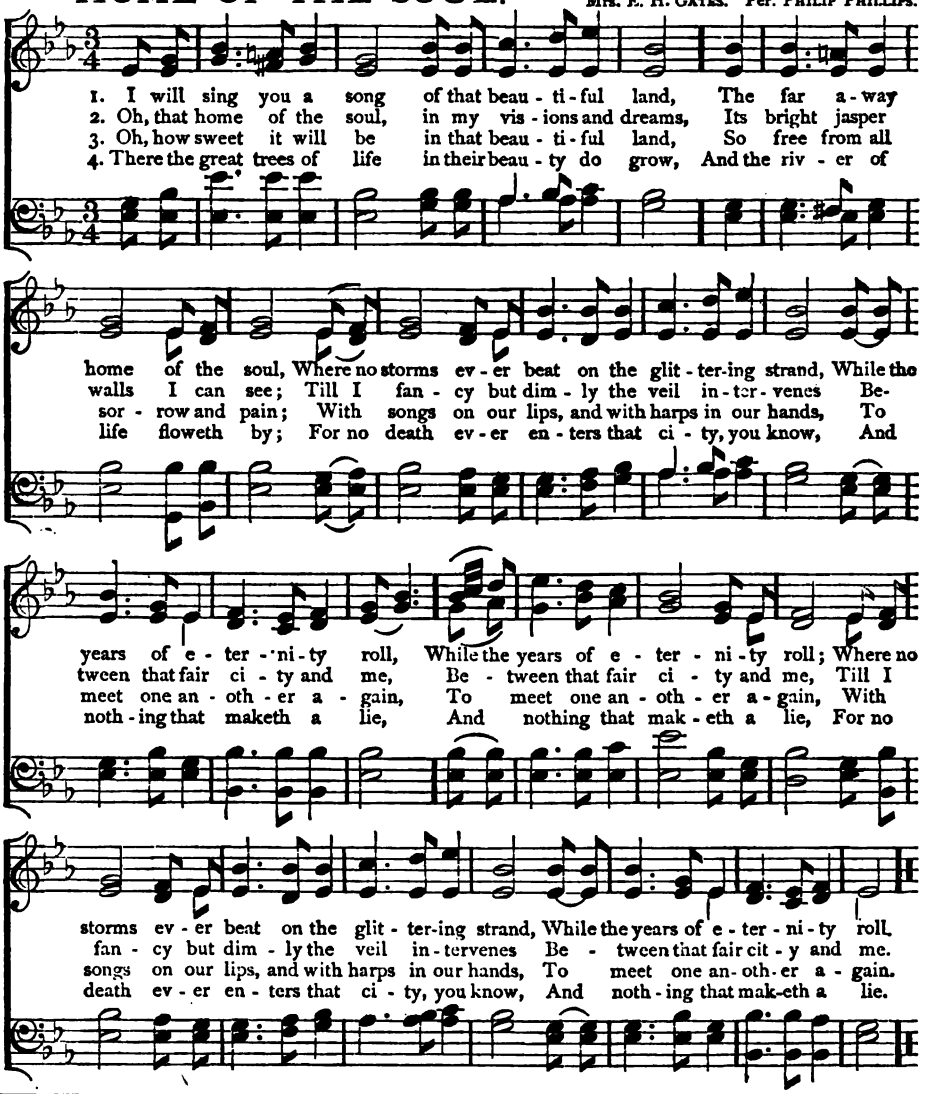
VEAZIE'S FOUR-PART SONG READER. *By G. A. Veazie, Jr. Boston; Ginn & Co. Price 40 cts.*

Designed for the upper classes in mixed or boys' schools, and also for adult singing, singing clubs, and conventions. The elementary chord-practice is based upon Hohmann, and designed to follow Mason's old Third or his Advanced Third Music Readers. The exercises and songs are arranged for soprano, alto, tenor, and bass, and each part kept within easy limits. This limitation of range, which is secured without sacrificing the interest of the music, has been found to improve the carrying of the voice and to be of special value for boys whose voices are nearing the transition state. The songs have been compiled with care, and are new to our schoolrooms, with one or two exceptions.

HOME OF THE SOUL.—"Now, I saw in my dream, that these two men went in at the gate; and, lo! as they entered, they were transfigured, and they had raiment put on that shone like gold. There was also that met them with harps and crowns, and gave them to them; the harps to praise withal, and the crowns in token of honour. Then I heard in my dream, that all the bells in the city rang again for joy, and that it was said unto them, 'Enter ye into the joy of your Lord.' I also heard the men themselves, that they sang with a loud voice, saying, 'Blessing, and honour, and glory, and power, be unto Him that sitteth upon the throne, and unto the Lamb, for ever and ever.' Now, just as the gates were opened to let in the men, I looked in after them, and, behold, the city shone like the sun; the streets also were paved with gold; and in them walked many men, with crowns on their heads, palms in their hands, and golden harps to sing praises withal. There were also of them that had wings, and they answered one another without intermission, saying, 'Holy, holy, holy is the Lord!' And after these things they shut up the gates of the city; which, when I had seen, I wished myself among them."—*Pilgrim's Progress.*

HOME OF THE SOUL.

From "SINGING PILGRIM."
MRS. E. H. GATES. Per. PHILIP PHILLIPS.



THE building of the wall of it was of jasper, and the city was pure gold like unto clear glass — God shall wipe away all tears from their eyes, and there shall be no more death, neither sorrow nor crying, neither shall there be any more pain: for the former things are passed away — And I heard the voice of harpers harping with their harps, and they sang, as it were a new song before the throne — He shewed me a pure river of water of life, clear as crystal. In the street of it, and on either side of the river was the tree of life, and the leaves of the tree were for the healing of the nations — There shall in no wise enter into it anything that defileth, neither whatsoever worketh abomination, or maketh a lie.—*Revelations.*

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ARBOR DAY: ITS HISTORY AND AIMS, HOW TO SECURE THEM.

BY B. G. NORTHROP, LL.D.

THE history of Arbor Day may be briefly told. It is a child of Nebraska, just in its teens, but for one not yet fifteen years old, it shows a vigorous growth. The honor of originating Arbor Day belongs to ex-Governor J. Sterling Morton. The first proclamation for the observance of such a day was made at his suggestion by the Governor of Nebraska, and it is said that twelve millions of trees were planted on the day thus designated. The next year it was established by statutory enactment as a legal holiday, an anniversary for setting out orchards, forests, and ornamental trees, and provision was made for awarding premiums to those who put out the most trees in its observance. Ex-Governor Morton says, "We have growing in this State to-day more than 700,000 acres of trees which have been planted by human hands." This work has extended over 300 miles west of the Missouri River, and on the wide prairies of that State, according to ex-Governor Furnas, U. S. Forest Commissioner, over 605,000,000 of trees are now thriving where a few years ago none could be seen except along the streams.* So broad and beneficent have been the results of the Arbor Day movement in Nebraska, that its originator is there gratefully recognized as a benefactor of the State, now the leading State of America for tree-planting. Its citizens glory in the old misnomer, "The Great American Desert," since it has become so habitable and hospitable by cultivation and tree-planting. Where fifteen years ago the geographies said trees would not grow, the settler who does not now plan for tree-planting is the exception. The Nebraskans justly deem this work a proud achievement and are determined to maintain their pre-eminence.

Such a statement of the origin of Arbor Day is pertinent, because its parentage has been widely attributed to myself. Though the memory of my boyhood passion for trees and tree-planting, early prompted a desire to encourage youth to share the same pleasure and privilege, and though nearly twenty years ago I advocated tree-planting in an official State report, and in 1876 stimulated "centennial tree-planting" by the offer of prizes to the children of Connecticut, still the happy idea of designating a given day, when all, both old and young, should unite in this work, was not mine, but was a dozen years ago publicly credited by me to its western source.

The example of Nebraska was soon followed by Kansas, and with grand results. Arbor Day in Minnesota, first observed in 1876, resulted, it is said, in planting over a million and a half of trees. In Michigan the Arbor Day law was passed in 1881, and in Ohio in 1882. Since then Arbor Day has been observed in Colorado, Wisconsin,

* The prizes awarded for tree-planting secured definite statistics from official county returns.

West Virginia, Indiana, Vermont, New Hampshire, Massachusetts, New Jersey, Pennsylvania, Florida, and Georgia. In several other states its observance has been secured by the recommendation of the Grange, the Grand Army of the Republic, or by State Agricultural Societies.

While at the outset economic tree-planting was the primary aim, the adornment of home and school grounds soon followed. On the first Ohio Arbor Day, the children of Cincinnati joined in an attractive celebration, in the form of planting memorial trees and dedicating them to authors, statesmen, and other distinguished citizens. The practicability of the successful observance of Arbor Day by schools, even in a large city, is attested by School Superintendent Peaslee, who says, "The forenoon of that day was spent by the teachers in talks, and by the pupils in reading compositions or repeating selections, upon trees, their proper care and uses, and in giving biographical sketches of persons in honor of whom the trees were planted. The importance of forestry was then so impressed upon the minds of thousands of children who thus learned *to care for and protect trees*, that not one of these 20,000 children in Eden Park on Arbor Day injured a single tree."

To interest youth, and especially schools, is now made a prominent aim of Arbor Day. The recent progress in this direction is remarkable. Less than four years ago Arbor Day in schools was deemed a novelty, an obtrusive innovation, and even child's play, but it has stood the crucial test of experience. Several State School Superintendents and Governors, who at first deemed this a visionary and impracticable project, have, on fuller information and reflection, heartily endorsed it, and zealously worked for its success. Doubts and objections will still be met, but a brief statement will show how the logic of events has not only answered them, but secured a general appreciation of this subject. It was no surprise to me, when a paper on "Arbor Day in Schools," read at a convention of State and city School Superintendents in Washington, three years since, called out the comment: "This subject is out of place here." Though that paper was printed by the U. S. Bureau of Education, it *was* a grateful surprise that the next National Convention with an unprecedentedly large attendance, *unanimously* adopted my resolution in favor of Arbor Day in schools in all our States. Still earlier, the American Forestry Congress passed the same resolution, and appointed a committee to carry out this measure. As their chairman, I have presented this subject, personally or by letter, to the Governors of all our States and Territories, and so far with most encouraging results.

The General Assembly of Connecticut, in 1884, passed an act referring the question of the "Protection of the Forests of the State" to the State Board of Agriculture. The board, at a meeting in December, approved a plan which was referred to the Farmers' Convention, and, after full discussion, a committee was appointed to draft an act for legislative action. This was referred, at the session of 1885, to the next General Assembly, and printed with the laws. The Legislature of 1886 approved the main features of the bill, resulting in an act establishing Arbor Day, and encouraging forest tree-planting. The Connecticut law, finally enacted on the 31st of last March, is therefore the result of mature deliberation, and hence more likely to be ratified by popular co-operation. Too late for action last season, our first Arbor Day will occur this spring, under favorable circumstances, having the sanction and encouragement of the State Board of Agriculture, the State Farmers' Convention, the Legislature and Governor, and ample time to prepare for its due observance.

The inertia of ignorance on this subject concentrates the difficulties to be met at the outset. Once vigorously started, the movement gains fresh impetus year by year. The beginners in Arbor-Day work will prove public benefactors. If the one hundred and fifty thousand youth of school age in Connecticut should each plant two trees, as is attempted in some States, we should have

NOTE.—The following is the "Act to encourage the planting of forest trees," enacted by the last Legislature. The Connecticut Board of Agriculture secured the preparation of this paper in order to facilitate the work intended by the law: "SECTION 1. The governor shall annually, in the spring, designate by official proclamation an Arbor Day, to be observed in the schools and for economic tree planting. SEC. 2. Whenever any person shall plant land in this state not heretofore wood-land, the actual value of which at the time of planting does not exceed twenty-five dollars per acre, to timber trees of any of the following kinds, to wit: chestnut, hickory, ash, white oak, sugar-maple, European larch, white pine, black walnut, tulip, or spruce, not less in number than twelve hundred to the acre, and such plantation of trees shall have grown to an average height of six feet, the owner of such plantation may appear before the board of relief of the town in which such plantation is located, and on proving a compliance with the conditions herein, such plantation of trees shall be exempt from taxation of any kind for a period of twenty years next thereafter."

three hundred thousand planted in a single year. Some will plant more, and others none; but when success is assured, one example will make many others.

To the teaching of forestry in schools the objection at once arises: "The course of study is already overcrowded," and this fact I admit. But trees and tree-planting form a fit subject for the oral lessons now common in all our best schools. Every pupil should thus be led to recognize our common trees, and distinguish them by each of the six distinctive marks. Such lessons need occupy very little time. Those talks on trees, which Superintendent Peaslee says, "were the most profitable lessons the pupils of Cincinnati ever had in a single day," occupied only the morning of Arbor Day, the afternoon being given to the practical work. Such talks will lead our youth to observe and admire our noble trees, and to realize that they are the grandest products of nature, and form the finest drapery that adorns this earth in all lands. Like grateful children, trees bring rich filial returns, and compensate a thousand fold for all the care they cost. Our schools can render new service to the State, as well as to their pupils, by leading them to observe the habits of trees, and appreciate their value and beauty, thus making them practical arborists. Among the memories of my boyhood, none recur with more satisfaction than those connected with tree-planting. I should be thankful, if I could help put an equally grateful experience into the memories of the youth of Connecticut, on the coming Arbor Day. Let our farmers, then, encourage every child—girl or boy—to plant, or help in planting, if too young to work alone, some flower, shrub, vine or tree, to be known by his or her name. Such offspring they will watch with pride, as every month or year new beauties appear, and find a peculiar pleasure in the parentage of trees, whether forest, fruit, or ornamental—a pleasure that never cloys, but grows with their growth.

The educational effect of such work, the æsthetic influence, the growth of heart and mind thus secured, are of priceless value. Tree-planting is a grand discipline in foresight. It is always planting and planning for the future. Mental myopia means weakness and folly, while the habit of forecasting is the condition of wisdom. Too often youth will sow only when they can quickly reap. A meager crop soon in hand, outweighs a golden harvest long in maturing. Washington Irving well says: "There is something nobly simple and pure in a taste for trees. There is a grandeur of thought connected with this heroic line of husbandry, worthy of liberal, free-born, and aspiring men." The tree planter can appreciate the apothegm, "To patiently work and wait, year after year, for the attainmnnt of some far-off end, shows a touch of the sublime, and implies moral, no less than mental, heroism."

Teachers can easily interest their pupils in adorning the school grounds, and persuade parents to approve and patronize this work. With proper pre-arrangement in the selection and procuring of trees, vines, or shrubs, Arbor Day may accomplish wonders. Many hands will make merry, as well as light work. Such a holiday becomes an attractive occasion of social enjoyment and improvement, and counteracts the tendency of rural life to isolation and seclusion, lifting out of the ruts of a dull plodding monotony, promoting neighborly feeling and strengthening social ties. It tends to fraternize the people of a district when they thus meet on common ground, and young and old work for a common object, where all differences of rank or sect or party are forgotten. The plantings and improvements thus made are sure to be protected, and to remain as silent but effective teachers of the beautiful, especially to all who have shared in the work. In some large cities, there may *seem* to be little room for tree-planting, and no call for even a half-holiday for this work, but even there, fit talks, or the memorizing of suitable selections on the Cincinnati plan, would be useful, and there are few homes where children cannot find some place for shrubs, vines, or flowers, if not for trees.

Though the Connecticut act *requires* the Governor annually to designate an Arbor Day by an official proclamation, it is persuasive rather than mandatory as to its observance. Fortunately our Arbor Day is not a legal holiday. It involves no compulsory interruption of business or of schools. If in any town or city the school officers and teachers take no interest in it, the schools should not be suspended for even a half-day or hour. If in any district, indifference or prejudice should still prevail, an enforced observance would prove a failure. Success will depend on that intelligent appreciation of this work which teachers and school officers can best create. If the time designated by the Governor should come in the vacation of any school, its observance may be anticipated or postponed so as to occur in term time.

The Arbor-Day work begun around the school, naturally extends to the home. Arbor Day has proved as memorable for the home as for the school, leading youth to share in door-yard adornments, and in planting trees by the wayside. Thus many more roads will be made attractive by long avenues of trees. The farmers with their ample supplies of saplings can best facilitate this work, now encouraged by a State bounty. A similar law was passed earlier in some of the treeless States, but Connecticut was the first, east of the Mississippi river, to offer a liberal bounty for this purpose. The Connecticut act provides "that any person planting and protecting forest trees, one-quarter of a mile or more along any public highway, may receive for ten years, an annual bounty of one dollar for each quarter of a mile so planted, the trees to include the elm, maple, ash, basswood, oak, black walnut, and hickory, the elms to be not more than sixty feet apart, and the others not more than thirty feet apart." Some of the rapid growers from scions may be set between these, to be removed when their statelier neighbors require the room. With the stimulus of Arbor Day and this bounty, more trees ought to be planted next spring along the roads of Connecticut than in any former year, however much has been already done. Growing on land otherwise running to waste, such wayside trees yield satisfactory returns. The shade and beauty, grateful to every traveler, is doubly so to the planter, as the happy experience of hundreds of our farmers can testify. In tree-planting the economic and ornamental touch at so many points in common, that the cases are rare where they really diverge.

Arbor Day in schools has proved an effective method of calling popular attention to the general subject of economic tree-planting. The act passed by our last Legislature, exempting from all taxation, for twenty years, lands hereafter planted with trees, was designed in connection with Arbor Day to encourage the more general planting of forest trees and to remove the two leading hindrances to economic tree-planting: first, doubt as to its profitableness; second, the notion that the forest area of Connecticut is ample, greater than it was thirty years ago.

While forests should not be planted on our rich arable lands, there are in New England and all the Atlantic States, large areas of barrens worthless for field crops, that may be profitably devoted to wood-growing. The feasibility of reclaiming our most sterile wastes is proved by many facts both at home and abroad. Our Atlantic sand plains were once covered with forests and can be re-forested. Over 10,000 acres on Cape Cod, which thirty years ago were barren sandy-plains, are now covered with thriving *planted* forests.

An interesting experiment in reclaiming barrens by tree planting was begun nine years ago by Mr. H. G. Russell, of East Greenwich, Rhode Island, which is a genuine object-lesson for the farmers of New England. Here are already over three hundred acres of planted trees. More than 500,000 trees have been set out and many bushels of acorns, chestnuts, and other tree seeds have been planted in the fields where they are to grow. Mr. Russell is confident that his experiment will prove a financial success. Vast areas of sand-barrens in the different countries of Europe have been reclaimed by tree-planting. In France alone "nearly one million acres of desolate land, once supposed to be doomed to everlasting sterility, have been thus reclaimed with thriving forests."

On almost every farm there are waste places, where trees might be earning dollars for their owners, growing by the brook, or river, or on hill-sides and overhanging cliffs, too steep for cultivation. The roots and rootlets burrowing among the ledges, acting mechanically, disintegrate the rock or carry on a curious chemistry in their hidden laboratory, secreting acids which dissolve sands and stones and transmute their particles into forms of life and beauty.

The exaggerated impression as to our large and increasing forest area is due to the common practice of reckoning as woodland the large tracts of exhausted fields abandoned to brush and straggling trees, by no means deserving the name of forests. What can add so much to the worth of the farm and the attractions of the farmer's home, as that recuperation of any surrounding barrens, which shall literally make the desert "bud and blossom as the rose." If one is to be commended who makes two blades of grass grow where only one grew before, how much more the farmer who makes forests thrive where nothing now grows?

The wide experience and observation of Prof. Brewer, of Yale College, give value to the following statements made by him at a meeting of the State Board of Agriculture. "I advocate Arbor Day in schools and for economic tree-planting for three reasons. In the first place for the benefit of the school children themselves. It is a good

bit of Nature's teaching which they need. This matter I conceive to be of the very greatest importance. The ignorance of city children in regard to natural objects which are growing all about them may seem incredible. I have just talked with city young men from prominent families, who could not give the names of three kinds of trees. I can pick out college students to-day, who do not know the difference between wheat and oats, or rye and barley. In the second place for its economic importance, because in the end it will be the means of spreading wood-growing in the State. It will increase interest in forest culture and tend to clothe with valuable timber, many hill-sides where now are only worthless bushes. In the third place for its results in beautifying our State. It will make places now cheerless more cheerful and those already pleasant, more beautiful."

Wherever Arbor Day has been established by law, its observance, with two exceptions, has been heartily encouraged by the State School Superintendents. The aloofness of that officer in two States was naturally shared by teachers, and amply explains the partial disregard of the Governor's proclamation. The remarkable results of this celebration in Pennsylvania, Indiana, West Virginia, Florida, and other States were largely due to the enthusiastic efforts of their State school officials. Dr. E. E. Higbee, of Pennsylvania, for example, one of the ablest school superintendents in this country, by printed letters and public addresses, made repeated appeals to all school officers, and friends of education everywhere, "to give this good work all possible encouragement, putting the thought and work of tree-planting into the schools and keeping it steadily before our boys and girls. They should also be encouraged to collect and plant seeds and nuts of various kinds, to watch their growth, and care for them, as the elm, maple, linden, locust, beech, ash, tulip-poplar, apple, pear, cherry, chestnut, black walnut, oak, hickory, and butternut. This being done, they will soon be enabled to plant and also to give or sell to others, from their own modest nursery stock. Agitation is needed in every educational centre to convert passive approval into active interest. This is a work, not for a day or a year, but for the pleasure and profit of the next and of succeeding generations. Every Teachers' Institute should discuss this subject and every Normal School should give it earnest attention." When such stirring words were sent to every teacher and school of Pennsylvania, one is not surprised to hear that full fifty thousand trees and vines were planted by the children of that State on its first Arbor Day. Who can estimate the value of the influences thus exerted on *minds* as well as on grounds, influences too that will go on broadening and extending through all time.

The first Arbor Day in Florida, through the efficient efforts of Governor Perry and School Superintendent Russell, was observed in February last with great enthusiasm. Of some of its happy results, I can bear testimony from personal observation. The cemeteries and church grounds, as well as those around the schools and homes, were improved and adorned. The official returns received by Superintendent Russell, at the date of his statements to me, from seventeen of the thirty-nine counties, showed that 19,186 children in those counties (over one-fifth of the entire school population of the State), heartily joined in this celebration. At the close of my lecture to one of the largest schools of Florida, the principal requested all who had taken part in Arbor Day work, to stand, when nearly every scholar in the hall rose. So general was the interest, that the Governor felt called upon to congratulate the school officers, teachers, and pupils of the State, by an official letter, on the appreciative spirit they manifested in observing Arbor Day. The earnest preparations, now progressing, promise a still more general and enthusiastic celebration of February 9, 1887, which Governor Perry has just designated in an admirable Arbor Day Proclamation. Similar facts might be given from other States showing the success of such observance, whenever proper preparations have been made.

Village Improvement Societies, now so numerous in many States, should utilize Arbor Day in furthering their various plans, in which the home is the objective point. Its observance has manifestly promoted public spirit and town pride, as well as love of home. It should help both young and old to realize that the chief privilege and duty of life is the creation of happy homes.

When on that day each citizen is stimulated to make his own grounds, not only free from rubbish, but neat and tasteful, the entire town becomes so inviting as to give new value to its land, and new attractions to its homes. Arbor Day should develop in children that love of flowers, vines and trees —all the stronger because they have planted them—which fosters the domestic sentiments

and checks the excessive passion for city life. Such adornments may bind the heart of childhood to the hearthstone, while slatternliness often repels youth otherwise held to the homestead. These home surroundings are the more important because they are constant factors in forming character. With a little forethought, and without any outlay of money, one may with his own hand, however humble his cottage, create those adornments which shall bring sunshine to his home, and cheer to his daily life.

THE JAPAN IVY.

The Chairman.—There is now an opportunity to ask the Professor any questions which you choose upon the matter of his address, which will be cheerfully answered by him.

Mr. C. C. Lord, of Cheshire.—How does Connecticut stand in comparison with other States in respect to planting trees?

Dr. Northrop.—I think Connecticut is in advance of any State in the Union in regard to tree-planting by the road-side, and far more is done, on an average, in regard to adorning homes by suitable trees. Now that I am up, let me say that too little has been done in Connecticut in adorning the houses by vines, and especially by that most beautiful of the vines growing on this globe, the Japanese ivy, which can be bought for eight dollars a hundred. You say, perhaps, you do not want your houses made damp. The Japanese ivy will not make them damp; on the contrary, it will make them dry. It grows with a firm, flat pad upon stone or brick; evaporation through the foliage of trees and vines is enormous. It dislikes paint, and will not kindly grow on a freshly painted house. You see it in our cities, on the Theological Seminary at Middletown, on the Art Building, of Yale College. You will know it by its imbricated foliage, so-called. The leaves densely overlap each other, like the feathers of birds. It clings closely; not loosely, like the Virginia Creeper. Planted close to the underpinning, where you have poor soil, thrown out from the cellar, it will not grow; but once carefully started, it thrives. I asked Mr. Saunders, the Botanist of the United States Department of Agriculture in Washington, under whose direction as chairman of the committee for that purpose over eighty thousand trees, vines, and shrubs have been planted in the streets, around the public buildings, and in the parks of that city,—I asked Mr. Saunders, "What is the most beautiful ivy?" His reply was, "The Japanese." It is growing in fifteen or twenty streets in Washington, and nothing has ever spread over the country as that has done. Let a few farmers plant the Japanese ivy, and it will not be long before it will be found in every town of this State. It is progagated by slips or seeds. It is a little more hardy propagated by seed than by slips, but properly planted, it is a very hardy vine. It is growing very largely on the Back Bay in Boston. It has spread so widely from that city, where it was first started in this country, that I find many people in the West call it "the Boston ivy." This vine came through President Clark, of the Massachusetts Agricultural College, when he was in Japan, to Prof. Sargent, of the Harvard Arboretum, and he did his utmost to propagate it in Massachusetts. It ought to be growing in every town in Connecticut.

Mr. Kimberley, of Goshen.—Is that ivy for sale at our nurseries?

Dr. Northrop.—I think it is. I know Mr. Augur has it, and I think every nurseryman at this day has it. I took from a New Haven nursery some hundred vines, and gave to my neighbors, and they have grown beautifully the past season. Some call it the *Ampelopsis Veitchii*, or *Ampelopsis tricuspitata*,—that is, having a three-pointed leaf. It is a most beautiful green in summer, tinting beautifully,—more beautifully than the Virginia creeper,—in the autumn. I am sorry I cannot answer the question definitely in regard to the nurseries of Connecticut. The simple fact is, that during the last three years, I have been roving over the country and been very little in Connecticut.

Mr. Reuben Hart.—I would like to know if the catalpa is hardy enough for the climate of Connecticut?

Dr. Northrop.—Mr. Gold can tell better than I can. It is planted very widely through the West. I think it has not fully realized the promises made by Dr. Warder, who recommended it so highly. He came to New Haven, bringing specimens of it, and it has been widely disseminated. I saw it at the West, but I do not think, as an ornamental tree, although good for a variety, it is equal to a good many of our native trees.

Mr. Augur.—I would say with regard to the *Catalpa speciosa*, that we have been growing it in a small way, and have not found it hardy, although, after the trees have been planted four or five years, I think there will be no difficulty about it. A little of the very rapid growth in the late autumn, might be killed, but beyond that, I think we can depend upon it.

Dr. Northrop.—I have often seen it here in Connecticut, and I have not heard any complaint of its want of hardiness.

Mr. Hart.—I have grown it from seed coming from New Jersey, and it winter-killed badly. The soil may have been too rich. I do not know but it might improve with age.

Dr. Northrop.—I have found it in climates as stern as this, in Iowa and Wisconsin.

Mr. C. M. Noble, of Watertown.—I would like to inquire if the Professor would recommend the Japanese ivy to cover a wooden house or trellis?

Dr. Northrop.—Beautiful on a trellis; beautiful to cover any unsightly building, especially any unpainted building. As I said before, if you have a freshly painted house it does not take to that; but if you have the trunk of an old tree, it will very soon cover that trunk and make you wish to keep it. Some of the most beautiful displays of Japanese ivy I have ever seen have been on dead trees, where the stump became perfectly covered with a dense garniture of foliage, and in many cases it is used to cover unsightly rocks, and stone walls, or unsightly buildings which have not been freshly painted. Where you have a house with a high underpinning, it will completely cover that stone or brick underpinning, and show its fullest merits there.

Mr. Augur.—I would like to endorse all that our friend Northrop has said in regard to the *Ampelopsis Veitchii*, or Japanese ivy. I think it is a beautiful vine, perfectly hardy, and easily cultivated.

I would like to make another suggestion to those who may be thinking of planting vines to cover lattice work and verandas. I would like to call attention to the different varieties of clematis, which are most beautiful. I think that vine is not sufficiently appreciated. There is a variety of colors. It is hardy, easily raised, and I think all who have had experience with it will add their testimony to its great beauty.

Dr. Northrop.—I should have said that the Japanese ivy ought to be planted around our school-houses. "Oh," you say, "the children will destroy it." No, they will not. I have seen it growing beautifully on school-houses in cities, where we naturally have the "street Arabs." Trust the children! They are educated by having beautiful flowers and plants put under their own control, where they might do mischief to them; but they love them too well, if they are properly taught in the school.

NOTE.—Children of Connecticut, will you, individually or together as a school, plant one tree or vine for yourselves—or for your teacher or for me? Will you plant one for the year 1887, to commemorate the establishment of Arbor Day? Will you plant one for your little brother or sister who may be born this year? or for your dearest playmate? Thus you will start pleasant memories to last as long as life lasts. Only mind my request, and plant at least one tree or vine. T. S. GOLD.

CIGARETTE SMOKING.

THE local representative of a large Southern tobacco house in New York, speaks as follows regarding the poisonous character of cigarettes. He says in answer to the question, Are cigarettes very injurious?

"The amount of drugs used in doctoring them is appalling. There is a certain kind of cigarette, regarded as one of the most salable in the market, in which enervating drugs are used to a frightful extent. Millions of these cigarettes are sold annually. One house in New York sells on an average 5,000,000 a day; and the profits of the proprietor of the brand are said to be a third of a million dollars a year. Valerian and a tincture of opium are extensively used in the manufacture of the cigarettes. The tobacco, which is a Virginia production, and naturally of straw color, is rendered dark, soggy, and greasy, by the process to which it is subjected.

"An experienced tobacconist can detect the presence of valerian by the smell. The drug imparts a sweet, soothing effect, that in a little time obtains a fascinating control over the smoker. The more cigarettes he smokes, the more he desires to smoke, just as in the case of one who is using opium. The desire grows into a passion. The smoker becomes a slave to the enervating habit. To the insidious effect of the drugs is attributed the very success with which the particular brand has met. Unfortunately, that success has caused an army of imitators to spring up, and nearly every day some new brand is placed on the market. By the use of drugs, it is possible to make a very inferior quality of tobacco pleasant. They are put on the market at such a price that the poorest can easily procure them, and boys go in swarms for them. The 'Havana flavoring' is made from the Tonka bean, which has become quite an article of commerce, and is extensively used in the manufacture of cigarettes.

"There are three sorts of paper wrappers in common use, made respectively from cotton and linen rags, and from rice straw.

Cotton paper is made chiefly in Trieste, Austria, and the linen and rice paper in Paris. The first, manufactured from the filthy scrapings of rag-pickers, is bought in large quantities by the manufacturers, who turn it into pulp, and subject it to a bleaching process to make it presentable. The lime and other substances used in bleaching have a very harmful influence upon the membrane of the throat and nose. Cotton paper is so cheap, that a thousand cigarettes can be wrapped at a cost of only two cents. Rice paper is rather expensive. Tobacconized paper is manufactured. It is common paper saturated with tobacco in such a way as to imitate the veins of the tobacco leaf very neatly. It is used in making all-tobacco cigarettes. Arsenical preparations are also used in bleaching cigarette paper, and oil of creosote is produced naturally as a consequence of combustion. The latter is very injurious to the throat and lungs, and is said to accelerate the development of consumption in any one predisposed to the disease."

The Independent.

HIS SPECIAL GIFT.

"HAVE you seen the freshman?" "Which!" "There is but one you could see." "Humpty Dumpty? Oh, he pervades the place. The trees in the campus shrank into bushes when he came into it."

The students who were going up to chapel in groups were calling to each other, joking, as usual. But there was but one subject to-day for their jokes. "Have you seen the Babe?" "Tom Thumb," "Bulgy"—they had a dozen nicknames for this unfortunate freshman, who had arrived the previous night, and had been seen at the hotel by some of them. He was not at chapel, however, so that the majority of us were disappointed.

I had an errand to Prof. Tyndall's room that morning, and found there a very meek little woman, who had brought her son up to college. She was speaking as I entered.

"You understand, professor, he is my only child. I am a widow. He is all I have."

"I do understand, madam," said the good old professor, gently, "and all that I can do to make him a useful man shall be done, rest assured. But in the end, it depends on the lad himself."

"Oh, Tony's willing! He does his best. But we're very poor. It has been hard work for years to raise the money for him to come here, and now I want him to learn everything right away: Greek and Latin and mathematics and arithmetic and history and—"

"Is your son a good arithmetician? Or has he a talent for languages, or *belles lettres*, or what has he an inclination for?"

"Oh, nothing at all, sir, unless it is his meals. He's very fond of dinner, especially when there's pot-pie. But as for books, he doesn't hanker for any of them. That's the reason I brought him here."

"I should like to see the boy," said the worried professor.

"He's just outside. But you'll be gentle with him!" she said, anxiously, pausing at the door, the knob in her hand. "He's a mere boy, a perfect child. Come, in Tony dear!"

The professor looked away to hide a smile as the tiny little woman came up, leading an immensely overgrown youth as she would a baby.

"This is Tony, sir. That is his pet name, but Anthony Briggs Brashier is his full name."

"Take a seat, Mr. Brashier," said the professor, placing a chair for the lad." "A few questions, perhaps, will give me an idea of the best course for you to choose. Many of our studies are elective. How far have you gone in Latin?" Tony's red face was perfectly round, and no older in its lines than that of a boy of six. But there was great anxiety in his eyes, as he said, in a husky whisper: "I never could get beyond the grammar, sir."

"And in Greek?" Tony shook his head. The examination on every subject brought the same results. The professor frowned. "You are fit only for the preparatory school, I fear. As to mathematics?" Tony's face lightened. "I don't think I am quite such a dunce in mathematics as in other things. I like the study. I have gone through the geometry and algebra twice."

"Well, well," said the professor, "we shall see. You will undergo a regular examination. If you must enter the preparatory school, it will make your course a year longer."

"Oh dear, Tony, do try!" almost sobbed his mother. "You know all that depends on your getting through soon. I want him to be a minister, sir. His father was a minister. He'd earn our living that way, and serve God, too. I want him to live for the glory of God and the good of the world."

The professor attended her respecfully as she went out. Tony lingered, catching sight of me. "Are you one of the students?" he asked.

"Yes." I had an odd bewilderment as to whether it was a child or a grave, eager man who was talking to me.

"I suppose its pretty hard work here?"

"Pretty hard even for a bright fellow," I replied.

"Well, I can't do it. I'm not bright. I'm a regular dunce. I've made up my mind to that. Except," his queer, dark eyes brightening, "in one or two little things, but they wouldn't count—*here*."

There was little doubt that Tony's estimate of himself was correct. In spite of his knowledge of mathematics, he was so deficient in his other studies that he was put into the preparatory school, with lads of twelve. There he remained for two long years.

His mother's resolve that he should be a minister was inexorable, and it never occurred to the gentle, good-natured lad to oppose it. Hence the energies of his teachers were spent in trying

to drive Greek and Latin into his dull brain, which utterly refused to harbor them. He was fond of good eating, of fishing, jokes, fun of all kinds. His unwieldy body prevented his taking part in athletic sports, but his applause was hearty. No student, even among the dignified seniors, would play against any other college in base-ball or cricket unless Tony could go to back him. His enthusiastic shouts and yells were contagious.

Of course he was the butt of the whole college. He was "Babe," "Infant," "Humpty-dumpty" still, but every man, from the professors to the newest freshman, liked Tony. He was so good-humored, so sincere, and above all, in such deadly earnest with his work! He began with fresh zeal every morning, to score a fresh failure before night. By dint of pushing, he was taken into the freshman class.

"I doubt if he ever goes farther," said Prof. Tyndall to me (I was now a tutor in the lower school). "There's not a mean or vulgar trait in that great body. Under his good-humor, there is a fine, noble nature. But a minister he will never be. Even if he could ever speak in public, he never can take the training."

The half-yearly examinations were at hand. Tony broke down again in Latin and Greek. I went to his room that evening, and found him sitting a-straddle of his chair, his chin on the back, staring steadfastly in the fire. Tony's round face was as boyish as ever, but there was an infinite depth of longing and pain in his dark eyes.

"Hard luck, Brashier?" I said.

"You don't know the worst. Here is a letter from my mother, counting the time until I shall be a minister; doing something for the glory of God's Gospel, and the good of the world. How can I tell her I am thrown back another year? I ought to be at work now, supporting her. I work as a farm-hand during summer, and earn enough to help us both; but it is very poorly. Other men of my age would have a profession. She is growing old. She ought to live like a lady."

"Will you persist here?"

"I will stay the four years, as I have promised her."

I could not reach him with any courage or comfort. Tony was treading depths of misery where no man could come nigh to him. But after that day there was a singular change in him. He was regular and attentive in his classes, as he had been before; but outside of them he withdrew himself from all his old companions, gave up his fishing and his club. He was seldom seen on the ball or cricket grounds; he scarcely gave himself time for his meals.

His door was always locked, but vague reports crept out that "the Babe" was surrounded by a pile of new books, sheets of drawing-paper, pencils and queer utensils. By degrees the new order of things became habitual, and ceased to provoke remark. There was a gravity and earnestness in Tony never seen before. Sometimes he took a holiday, came to the ball-field, and then his wild "Hurrahs!" drowned all the others. Time passed. Men who began with Tony were now seniors. He was only beginning his sophomore year.

The college stood in the suburbs of a large city, and the boys naturally took a keen interest in all public events. Among these was the erection of a large church, which was to be the most stately and beautiful in the city. The money to build and endow it had been left by a man of great wealth, who requested that it should be kept free forever for the use of the poor.

All the leading architects submitted plans to the committee. One was chosen, and the work of building was pushed on with energy. It was near the college, and the boys were so interested in the matter that the new church became a place of daily resort, and as its massive domes and lofty spires rose in the air, each lad felt that he personally had a share in it. Tony especially was in the habit of going daily to the building, and spent hours in watching its rapid growth, and talking to the workmen. At last it was finished. It was to be consecrated the day before commencement.

Mrs. Brashier came up to the college that day. Her reports of Tony's progress had been vague. She came, full of despairing fears, to verify them, and made her way at once, as before, to Prof. Tyndall's rooms.

"I have not Tony's confidence any more," she complained. "He writes me that he is trying faithfully to satisfy my wishes, but that he knows it is useless. He does not go into details." The professor went into details, ending with: "It is folly to deceive yourself, madam. You must see that the effort Tony has made to become a minister is useless, as he says. Are you not willing even now that he shall take up some other work in life!"

The poor woman sobbed miserably. "Oh, yes, I'm willing," she gasped at last. "Anything to earn a living! But I did hope he would do some noble work. Where is the poor boy?" The professor rose quickly, glad to end the interview. "I have no doubt he is with all the college at the consecration of the new church. I will go with you there."

The ceremony was partly over when they arrived. The great marble building, with the vast aisles and upspringing arches, stood beautiful as a visible hymn of praise. The religious services were over. The building had been dedicated to the worship of God. Now the great mass of people stood outside on the green slope of the hill surrounding it, while the executor of the will formally delivered the church into the charge of the trustees who held it for the poor of the city. He told in a few words the story of the will, the sacred purpose to which the church was forever devoted, a temple wherein the poorest of God's creatures should come to worship Him.

Tony's mother had found him and clung to his arm. She was a devout woman. She forgot for the moment her own troubles; her eyes filled, her face shone, as she listened with the great concourse, all of whom were moved and touched.

"There is one thing more to be told," said the

speaker, "which makes this noble offering still more worthy. Most of the architects in the city and state submitted anonymously plans for this building. The one chosen was the work of a young man. It is his first work, but it shows a power and skill which insure him fame and fortune. He refused to accept any reward for it. He offered the first fruit of his undoubted genius to the service of Him who endowed him with it. This man, who more than any of us, dedicates the church to-day to the glory of God and the good of men is your friend and neighbor, Anthony Brashier."

There was a moment's amazed silence, and then the air rang with the shouts of the people. All the college men crowded round Tony; his mother hung on his arm, astonished, proud, as if half frightened. But he stood looking at the white temple as if in a dream, repeating the speaker's last words under his breath, "To the glory of God and the good of men."

There are many young people who can not become what their parents plan for them in life, but they can become useful in following some special gifts that God has given them. Such may find an encouragement to best effort in examples like Tony—and they are many.

Youths' Companion.

CITY AND COUNTY SUPERVISION.*

BY DR. E. E. HIGBEE.

WE assume at the outset that the public schools in our counties and cities need supervision. Were all the teachers and boards of control professionally qualified and earnest in their work, even then the inter-relation of schools and grades, and the examination of candidates, and the selection of teachers for various positions, would demand some supervising headship before there could be any proper general organization. But neither teachers nor controllers are perfect, and the need of supervision, from this fact, becomes more imperative.

The supervision of schools is twofold: one part relating to the more external matters of school-work, and the other to the internal. This division we regard as absolutely necessary; and, so far as our experience extends, it is universally made. We can suggest no change in the matter of keeping these two parts under separate supervising jurisdiction. In our judgment, however, there should be a clearer understanding of what is properly included in each part, so that responsibility for results may always rest upon the right parties, and corrections be made without any ambiguity as to the right place at which to begin.

Generally what we have called external matters of school work fall under the supervision of directors or boards of control, elected by the vote of the districts or municipalities in which the schools are, and acting under the limitation of State law.

To this part of supervision belong, without doubt, the selection and purchase of proper school grounds, the erection or rent of suitable school buildings, the levy of taxes, the determination of teachers' salaries, and the proper furnishing of the schools with all that is required to place and keep them in fitting condition for occupancy and use. For external work of this kind the whole responsibility should rest upon the boards. This is the general practice, although there may be great differences in the specific legal limitations under which the work is done in our various States and Territories; for as yet we have no Minister of Education with power to suggest an organized educational system which shall be more general than that of the individual States.

What we have called the internal matters of school work require a supervision quite distinct from this. Here, without doubt, belong the examination of teachers and schools, and methods of instruction and discipline, granting of certificates, and the privilege of a wide range of recommendation to the boards. Thus far, what is made to be included in either department of supervision can give but little difficulty.

But to which element of supervision shall belong the important work of determining the grades, the courses of study, the kinds of apparatus and text-books, the appointment of teachers suitable to the various schools and grades?

In the Commonwealth of Pennsylvania this work is placed almost exclusively within the jurisdiction of the local boards. Superintendents, whether of county, borough or city, have no power of determination beyond what is simply advisory; yet they are held responsible for didactic results peculiarly dependent upon just these elements of supervision.

If, for example, the school buildings or grounds are out of order through fault of location or construction, or through neglect of repair, or if the children suffer through wrong sanitary ordinances, or from want of school facilities, there can be no hesitancy in fixing the responsibility where it belongs.

* Address delivered March 16, 1887, before the Department of Superintendence of the National Educational Association at Washington, D. C., by Dr. E. E. Higbee, State Superintendent of Public Instruction, Pennsylvania.

If, however, the schools languish because right teachers are not in right places, or because the courses of study are inadequate, or unsuitable text-books are kept in use, or defective systems of grading are maintained, or no proper apparatus is in use, the Superintendent is very promptly held responsible, although he may have had no voice whatever in determining the selection in either case, beyond that of advice merely. Indeed, if advice has been offered, the Superintendent may be charged with meddling in matters quite beyond his official business.

It is true that in most cases Superintendents can revoke certificates upon proper evidence of immorality or incompetence on the part of their holders; but this is only a remedy of obstruction, and requires great prudence lest the Superintendent defeat his own purpose, by arousing the animosity and prejudice of the boards, and weakening his whole power of well-doing. Practically, it is often but locking the door after the thief has entered and gone, and then shooting the police officer for untimely interference.

Indeed, the certificate may be all right in itself, and the holder thereof may have general qualifications of a high order; but what the Superintendent needs is the power, in some form at least, to put the right teacher in the right place, that he may secure the best results which flow from the specific adaptation of talent and experience. Engineers and firemen, and conductors and brakemen, are alike needed in running a railroad train; but sad work will follow if these officers change places, although each may be well-qualified for his specific position.

Our boards are not always qualified to judge of text-books, or to determine the range of studies needed, or to fix the grades, or to select the right teacher for the right place, or to pass an intelligent criticism upon either the need or character of apparatus. They are not often composed of men skilled in the profession of teaching. They are selected mostly in reference to those external school matters to which we have called attention. Therefore, in our judgment, they should not have sole jurisdiction in this more internal work of supervision.

On the other hand, Superintendents are, or should be, selected just because of their professional skill and experience. Therefore, in all cases, Superintendents, whether of city or borough or county, should not be allowed to enter upon their office simply because they have been elected by the boards. To this should be added the necessity of a commission from the chief educational authority of the State, based upon the severe test of credentials carefully determined by the law.

But should the Superintendents of our cities and boroughs have exclusive control in the appointment of teachers, in the selection of text-books, and in the whole matter of courses of study, rotation of grades, and nature of apparatus? Shall we not run a great risk if we swing the pendulum too far on this side?

Under the very best regulations, and the most carefully devised limitations, a Superintendent may be placed in office who will misuse the very powers we thus give him, working for himself and not for the welfare of the schools. Law must take into consideration the defects of men as well as their virtues—must lessen by proper checks all temptations to misuse, while offering every encouragement to well-doing.

With some distrust of our own judgment, and with the hope that discussion may give more light, we suggest that in *city and borough supervision*, the commissioned Superintendent shall, by enactment of law, be *ex-officio* chairman of the committee having charge of these inner elements of supervision already enumerated, and that his disapproval as such of any action suggested in reference thereto shall necessitate a two-thirds vote of the whole board before it can be carried into effect. Some such check will be of great service in improving our general system of City and Borough Supervision.

County Supervision because spread over so much larger territorial space, and including a larger number of Boards, and a greater variety of conditions, requires different treatment.

The very first effort towards improvement here, should be to bring the supervision into narrower limits, *by subdividing the counties into subordinate inspectorates.*

Our counties in many States are large and populous. Indeed, in Pennsylvania the average number of schools to a county is *three huudred and eight.* How can a County Superintendent supervise and inspect so wide a field? The mere statement of the question involves the answer. Every county, excluding the cities and larger boroughs therein, should be properly districted into inspectorates including not less than twenty schools, and not more than fifty, over which a well-qualified inspector should be placed, elected by the Boards, and commissioned by or subordinate to the County Superin-

tendent. These inspectors should have the whole management of local institutes, and the general direction of local school work, representing the County Superintendent in a wide range of official duties. Within the limits of his supervision, the inspector should be *ex officio* chairman of all committees which have to do with appointing teachers, fixing courses of study, grading schools, and determining upon the selection of proper text-books and apparatus.

This will insure more frequent visitation, and more constant inspection; and thus we may avoid the multiplication of officers coordinate in authority with the County Superintendent, who should be Chief, for the more general purposes of granting certificates—holding County Institutes and directing the educational sentiment of the County; and also for reporting the general status of the schools of the county to the Department of Public Instruction.

Beyond these few suggestions of improvement, we can see no practical methods of securing a better system of County and City Supervision than that which now prevails.

GROWTH OF TIMBER TREES.

BY CASPER HILLER.

IT has been a great mistake that so many of our steep hillsides have been cleared of wood and made into farm lands. These steep fields, so subject to wash, are becoming more unproductive and unprofitable every year, so that not many years hence they will be abandoned for agricultural purposes, and then they will be an eyesore and a detriment to the farm. In fact many of our creek hills are already in that conditon. Where formely giant trees grew, there is in many places barely soil enough left to grow shrubbery. After cutting out the ripe wood, had the young trees and the sprouts been taken care of, and where necessary the vacant places filled out by judicious planting, these hillsides would to-day be the most valuable part of the farm. After all the valuable articles that are yearly given to the public on the uses of trees as shelter, influence on climate, rainfall, etc., there is very little progress made in forest planting.

The reason of this can perhaps best be attributed—

1st. To the idea that most persons have, that it takes one hundred or more years to grow a forest tree to profit.

2d. People have so little idea of what varieties should be planted to attain success.

3d. Too little knowledge of how to plant and care for trees.

I here give the growth of trees of my own planting—it may help to dispel the idea that it takes 100 years to grow trees before they become profitable:

White pine,	40	years	old,	72	ins.	circumference.
Hemlock,	"	"	"	48	"	"
Locust,	"	"	"	50	"	"
Larch,	"	"	"	54	"	"
Walnut,	35	"	"	54	"	"
Sugar maple,	"	"	"	42	"	"
Silver maple,	30	"	"	68	"	"
Tulip poplar,	"	"	"	50	"	"
Paulonia,	25	"	"	72	"	"
Catalpa,	"	"	"	45	"	"

This would show that an acre of such hillside land as I have described, planted 35 years ago to any of the varieties named, would to-day, instead of being an eyesore, be worth more than any other acre of the farm. From two dollars' to four dollars' worth of posts have been made from a locust tree 30 years old. One hundred or more such trees should be grown on an acre.

What varieties to plant? Those varieties that are most useful on the farm, and of these, fencing materials are of the most importance.

For this purpose the Locust, Chestnut, and Paulonia are the most desirable. The locust in some sections is attacked by borers which destroy its value, but the paulonia can safely be substituted in its place. It will grow three posts where the locust will make one, and in lasting quality it is superior to chestnut, equal to catalpa, outgrowing the latter nearly two to one.

There is no tree that will be so soon missed as the hickory. It is not a slow grower—could be planted thickly, and the thinning would be, in the way of hoop poles, very profitable.

The osage orange should however be planted in preference to the hickory. The wood possesses the same qualities as the hickory. Persons who never saw it growing but as a hedge plant, may be surprised to be told that if planted and cared for as a tree, it can be grown in 20 or 30 years to a tree 15 to 20 inches in diameter, with a clean stem 15 or more feet high. I have no experience in planting and growing trees as forests, but experienced planters in the western States say that a good way is to plant trees from 4 to 6 feet apart each way, and care for them as for a crop of corn until the trees are established.

The object of planting thickly is to pro-

duce upright growth, instead of spreading into extended side branches which are of little value.

The process of thinning should commence in a few years, and during the first ten or fifteen years the greater part should be removed. To what extent the thinning should be carried, must be judged by the thrift of the trees. The probabilities however are that in the majority of cases one hundred trees during the second 20 years would produce better results than would a greater number.—*Lancaster Inquirer.*

THE NORMAL SCHOOL QUESTION.

WHAT ARE THESE SCHOOLS DOING?

IN the issue of *The American*, of March 5th, the editor introduces the subject of Teacher Training, with special reference to the views of Dr. Magill, of Swarthmore College, as follows:

"Dr. E. H. Magill, President of Swarthmore College, has recently awakened deep interest among educators by a radical plan for a change in the system of training teachers for the schools of Pennsylvania. His lecture on this subject, delivered within a few weeks before many critical audiences, in the colleges and elsewhere, very fully elaborates all the points in the New Plan, as it also points out in detail the defects of the present system; but in order to present the main features of his suggestion, we have induced President Magill to send *The American* a concise article on the subject, which we print below:"

VIEWS OF PRESIDENT MAGILL.

Teachers sometimes complain that their occupation is not regarded as a profession, and that their social position is not properly recognized. To secure these ends the same careful and elaborate preparation must be made for the duties of the Teacher as are required for entering upon the other professions. Teachers of all grades require this preparation, and none more emphatically than the teachers of the youngest children. The preparation needed cannot be secured in our normal schools, where short courses are organized and an attempt is made to train in methods of instruction those who are very inadequately instructed in the subjects to be taught. For these brief normal school courses I would substitute a college course of study for all candidates for the Teacher's profession. The college courses are now various, suiting all tastes, all needs, classical, scientific and literary, and some one of these should be taken by all teachers; and a course in pedagogics should constitute a part of the work required in the last two years of the college course. To bring this instruction within the reach of all teachers, the State should establish professorships of pedagogics in the regularly chartered colleges, and open free and partially free scholarships for all who are preparing to teach. The $90,000 a year now spent by the State on the ten normal schools would endow ten professorships of pedagogics, and furnish an average of $7000 a year to each of ten colleges to aid students in this department. Much better work for the profession of teaching would thus be done than by sustaining our present system of normal schools. These schools are not professional, as they should be if they are allowed to have a separate existence at all. The knowledge of the subjects to be taught should be required before entering these schools. If they have any proper place in an educational system, they belong *above* and not *below* the grade of our colleges. As law schools, medical schools, etc., follow the general education given in a regular college course, so professional schools for teaching, if established, should do the same. The present practice of teaching to obtain the money for further study should be abandoned as most injurious to the children taught, and tending to degrade the teacher's profession. As well might a law student or a medical student practice these professions before graduating to acquire the means to finish his studies, as for a teacher to enter upon his or her work before obtaining a regular degree.

It may be said that the denominational character of our colleges prevents the operation of the plan proposed. This need not be. Morality and religion should be taught in our schools, and we should put an end to the divorce between religious and secular instruction. That education has not diminished crime is owing to this most unhappy divorce. Religious instruction does not necessarily imply sectarian instruction. The various sects are dwelling more and more upon points of resemblance, instead of points of difference, and all that has the most direct practical bearing upon life and its duties will be found to be those essentials in which all sects substantially agree. Hence all of our denominational colleges could be safely and properly intrusted with the work done now by the normal schools, and both the State and the schools would be great gainers by the change.

Of course, this plan involves opening the doors of all our colleges to men and women on equal terms, and conferring upon both alike their regular degrees. The importance of this change will be seen at once when it is considered that a very large proportion of all engaged in teaching, including all grades, are women. And this change would benefit our colleges in many other respects, as may be plainly seen by observing the working of the system where the sexes are educated together. I would therefore propose the following changes in the present practice of the State:

1. Stop all appropriations to normal schools, and cancel the mortgages held against these schools, as they were built by individuals and corporations, on the faith of the State that they would continue to be State institutions.
2. Open all the colleges in the State to men and women on equal terms.
3. Establish professorships of pedagogics in certain colleges (say ten or more) at the expense of the State.
4. Give State aid to these colleges in proportion to the number of students in pedagogics in each.
5. Require all preparing to teach to take the course in pedagogics for say the last two years of the college course.
6. Require a regular diploma, and the certificate in pedagogics combined, for all to be employed as teachers after a fixed date, say 1895 or 1900; and subject such to no further examination.

EDWARD H. MAGILL.

COMMENT UPON DR. MAGILL'S VIEWS.

To the Editor of *The American*.

President Magill's views, in his article on the necessity of a preparatory course of study and training for teachers, are sound and well stated. The work of teaching is as difficult, and requires as much special knowledge and skill, as the work of any other profession. There is truly as much need of preparation on the part of the teacher as there is on the part of the doctor, lawyer, clergyman or engineer. But while these views meet my approval, I am far from according the same commendation to the so-called "New Plan," proposed by President Magill, of providing professional instruction for teachers. Indeed, a few considerations will show, I think, that it is wholly impracticable and unworthy of support. President Magill may not be aware that the plan of preparing teachers in colleges was given a fair trial in the State of Pennsylvania many years ago, backed by liberal State appropriations, and failed utterly. Dr. Thomas H. Burrowes, Superintendent of Common Schools, in his report for 1838, said of it: "The colleges have already been tried as a means of supplying teachers, and with little success. Within the last eight years, $48,500 have been given by the State to five of these institutions, principally on condition that they should instruct a certain number of persons, ninety-one, for teachers of English schools, annually, for a specified time. Last year there were sixty-one students preparing for this business in all the colleges of the State. Every one knows how few of the persons thus prepared ever actually practice the profession. It is doubtful whether there are at the present moment in the whole State one hundred persons thus educated actually and permanently engaged as teachers in the primary schools. Hope from this quarter is dead."

It may not be amiss to remind President Magill, also, that his plan of preparing teachers has been abandoned in every country in Europe. Lectures on pedagogics are given in some of the Universities to small classes of young men looking forward to positions as instructors in higher institutions of learning; but Germany, France, Austria, Holland, Belgium, Switzerland, Italy, Denmark, Sweden and other countries depend exclusively upon normal schools for a supply of teachers for their primary schools. In each of the countries named and in others there is an organized system of normal schools similar to our own, embracing a large number of individual institutions.

A part of President Magill's plan is to divert the appropriations the State now makes to the normal schools to the colleges, for the purpose of endowing chairs of pedagogics, and in aiding students in preparing to become teachers. Those who favor the plan must have forgotten Article III., Section 18, of our State Constitution, which declares that "no appropriations, except for pensions or gratuities for military services, shall be made for charitable, educational, or benevolent purposes to any person or community, nor to any denominational or sectarian institution, corporation, or association." Nearly all our colleges are "denominational" if not "sectarian" in character, and appropriations to them as proposed would be clearly unconstitutional and could not receive the vote of a single member of the Legislature.

The average cost at this day of preparing for and going through college cannot be less than $4,000. In 1886, the average salary of male teachers in the State of Pennsylvania, including the whole State, was

$38.38, and for females, $29.29, and the average number of months taught was 7.13. The average yearly salaries, therefore, of male and female teachers, respectively, were $273.64 and $213.18. Is it not absurd to assume that large numbers of young men and women could be induced to expend $4,000 and years of hard work to fit themselves to earn in teaching primary schools the pitiful sum of from $200 to $300 a year?

There were during the last year 3771 students in the normal schools of this State, not including the school in Philadelphia. Possibly there were half this number of students pursuing their studies in the regular college courses of our colleges and universities. Assume for a moment that the two classes of students could be brought together in our colleges, the result would be either that the colleges would be compelled to lay aside their present aims and methods and change their entire character, or the young people drawn to the colleges with the hope of preparing for teaching would be gradually merged with the other students, losing their place as a distinct class, and dropping the special object previously looked forward to as a life work. A college and a normal school never have been successfully combined, and in the very nature of the case never can be. Courses of lectures on theoretical pedagogics may be delivered in a college with good results as a department of instruction in psychology or metaphysics, but such a course supplies a very small part of the preparation a teacher needs. It is far more important that he be allowed to see the best teaching, to teach himself under direction, to associate with those of like aims and aspirations, and above all to breathe a professional atmosphere and live a life full of the spirit and zeal that alone can give a promise of professional success.

A word would be said in behalf of the present normal school system of Pennsylvania, but I am already beyond the limits prescribed for this article.

J. P. WICKERSHAM,
Ex-Superintendent Public Instruction, Pennsylvania.

To the Editor of *The American:*

There can be no question as to the desirability of demanding a higher standard for the teacher's profession. There can be just as little doubt as to the duty of the State to furnish the proper opportunities for reaching this standard. I am glad that President Magill has started a movement in this direction. Without discussing the general question, I submit the following remarks on his plan:

1. It would be a great gain if chairs of pedagogy could be established in the University of Pennsylvania and the leading colleges of the State. It is doubtful, however, if this could be done on the plan proposed by Dr. Magill without departing very materially from the essential principles upon which the public education of the Commonwealth is founded. We shall have to wait, I fear, till these institutions see it to be their interest to establish such professorships as a means of commending themselves to public favor; or until the wealthy men and women who give their money for the promotion of learning come to realize the importance of endowing such chairs.

2. The duty of the State to train teachers for the common schools is a necessary corollary of the responsibility it assumes in undertaking the elementary education of the people. This duty can best be discharged in normal schools, organized as a part of the educational system of the commonwealth. It is important, however, that these schools should be based upon correct principles. At present, the instruction given in them is almost wholly academic. This is well enough, if they are to be regarded as schools for the general education of teachers; but something more is needed to make them normal schools in the right sense of that term. The professional instruction should be separated from the academic, and confided to purely professional schools, established for the special training of the teachers who are to be employed in the public schools of the State. A good secondary education, at least—such as is furnished by the best high schools—should be made a requirement for admission. The course of instruction in these professional schools should cover the history, philosophy, and practice of education, and their diploma should be made a life-certificate, entitling the holder to teach in any public school in the Commonwealth.

3. This leaves the question as to whether the State should undertake the academic training of teachers untouched; but there cannot, I think, be two opinions on this point. The general education of teachers is quite as important as their professional education. The study of pedagogy can only be advantageously pursued by a student whose mind has been disciplined and informed by a course of instruction and training which it would not be improper to speak of, relatively, as liberal. The academy would serve the double purpose of enlarging the scope of the public education

in the interest of all, while furnishing opportunity for the preparation needed by those who are fitting themselves for the teacher's profession.

4. It will be said that this proposes a lower professional standard than the plan outlined by Dr. Magill. To this it may be replied that it is useless to think of exacting a collegiate education for common-school teachers so long as the tenure of their position is so uncertain and the compensation paid to them is so small. The kind of normal training with which the State is most concerned is the preparation of teachers for the eighteen thousand schools which it maintains. The collegiate chairs of pedagogy are needed to prepare teachers for the higher grades of work; but the State should use its power and devote its money in preparing the army of instructors who are to educate the masses; and we shall make the the improvement of this class more certain, and accomplish it sooner, if we do not strike too high in beginning the reform, about the necessity for which all who take any real interest in education are agreed.

JAMES MACALISTER.
Superintendent of Public Schools of Philadelphia.

To the Editor of *The American:*

I am very glad that the President of a prominent college in this state seems to have taken hold in earnest of the idea, or what is better yet, seems to have let the idea take hold of him, that we need much better facilities for the training of teachers than any which now exist. I agree thoroughly with this notion. I also agree fully with the view that these additional facilities for the highest training of teachers must be created in connection with our colleges. I should also like to see what he proposes in the establishment of the professorship of pedagogics in our colleges. It would be the best investment of money in an educational way which this great State could possibly make.

I dissent, however, from his ideas in regard to our normal schools. I do not believe that the time is now here, or will come in our day, or in that of our children or grandchildren, when all, or even any very large per cent. of the teachers in our schools will be college graduates. No country in the world has begun even to approximate to any such state of things, and I do not believe that any of them will be able to do so in your lifetime or mine. We must depend for the great majority of our teachers, for an indefinite period to come, on young men and women who have completed the course of training and study characteristic of a thoroughly good high school, and have enjoyed in addition the special training which can be given them in one or two years' course in a training or normal school. To give up the normal schools, therefore, would not result in filling our schools with teachers who had had the benefit of a special training in addition to a college education, but in letting in those who had had no training or education at all.

The normal schools must be sustained to prepare the great majority of the rank and file of our teachers for their work, and in order to accomplish even this they must be increased in number. I think it would be a desirable thing to require college graduation and a special training of all those who fill our superintendencies and the upper positions in our high schools, but it would be chimerical to hope that this could also be insisted upon in the case of all positions. The colleges should certainly provide facilities for those few who are willing and able to spend the time and money to properly prepare themselves for the great work of directing and moulding our education.

Our normal schools then must remain. That is not saying, however, that they should remain in their present form. As to what the Pennsylvania normal schools actually accomplish I would speak with great diffidence, since I do not know their work from personal contact or inspection. But from what some normal school men themselves have told me, and from a study of the plan of their control and support, I should say that the normal school system of Pennsylvania, considered as a system, is about the worst that could be devised. They can never be on the level of the best schools of the same class in other States until they are taken out entirely from under their present management and become State institutions, pure and simple, supported by the State, and under its control. It will then be possible to make them normal schools in the true sense, instead of the hybrid academies which some of them certainly are.

E. J. JAMES.
Professor Finance and Administration, University of Pa.

To the Editor of *The American.*

I am heartily in agreement with President Magill as to the inferiority of the present mode of training our school teachers. What I have seen of the course pursued in the normal and high schools of this State, and of their graduates, does not inspire me with a very lofty regard for those institutions.

They seem to attempt too much to do anything with thoroughness, and to subordinate literary to scientific instruction unduly. I am satisfied that the colleges of the State, with the addition of adequate teaching in pedagogics, could do much better work at a less cost if the State and they could come to an agreement about it.

But there are two difficulties in the way. The first is in the college. It is in the absurdly monastic restriction which shuts half the young people of the Commonwealth out of our higher institutions of learning. President Magill, as the head of the only college of the State which does its duty to both sexes, naturally undervalues the degree of resistance which is offered to this change in our colleges generally. Now the great majority of our teachers are women, and this certainly will continue to be the case. How can the State dispense with the normal schools, while the colleges generally shut their doors in the face of women who seek admission?

A second difficulty is found in the fact that the graduates of the grammar schools are not sufficiently advanced to enter the colleges, and there are no intermediate schools schools at which preparation for college it given at public cost. This is the greatest defect of our public school system, and marks its distinct inferiority to those of Germany, France, the United Kingdom, New England, and the best of the Western States. Indeed, in many large communities of Pennsylvania there are no facilities, public or private, for preparation with a view to entering collge. In others, these have been established very recently. Formerly the "academies" to be found at every important centre of our population, supplied this need. But the public school system has superseded these, without giving us anything adequate to take their place. Ohio has suffered in the same way; but the New England and Western high-school supplies this very want.

As to the religious difficulty, is there not in our new State constitution an express prohibition of grants to denominational institutions? And would not this apply to all our colleges except the University of Pennsylvania and the Western University of Pennsylvania?

ROBT. ELLIS THOMPSON.

Professor of History and English Literature, Univ. of Penna.

To the Editor of The American.

Those persons who think that the bulwarks of a republic are her schools ought certainly to believe that only well-prepared teachers should preside in those schools. It is a question whether children are not better off at home than in a school conducted by a poor teacher. An intimate knowledge of the Normal Schools of the State of Pennsylvania for about fourteen years enables the writer to form the judgment that they are failing to perform the work expected of them.

1. *The course of study is entirely too short.* Dr. B. F. Shaub, Principal of the Millersville Normal School, in his last report says: "The time spent in Normal Schools to prepare for graduation is short, too short, entirely." Prof. G. M. Philips, of the West Chester State Normal School, in his paper on the "State Normal Schools of Pennsylvania," says: "Two years is certainly an ample allowance to make for the average time the graduates of the Normal Schools have spent there." The fact is, in some of the schools, pupils graduate in *one year*, or even in less time. Of what value are the lauded methods of instruction when the graduate's head is empty?

2. *The courses of instruction are not liberal* —cannot be from the time allowed—and the time of the pupil is spent in "cramming" for the final examination. I affirm that the great majority of Normal students in the regular course think only of passing the final examinations before the State Board of Examiners. During the last year it is nothing but a perpetual "cram" on the common studies, and I think hardly any advance is made in the acquisition of *new* knowledge. They are compelled to memorize the contents of certain elementary grammars, arithmetics, histories, rhetorics, geometries, etc., so as to have well in hand these elements, but the great wide outside world is all beyond their view.

3. *These schools have discouraged liberal education.* Students have been taught that when a Normal diploma is earned there is little beyond worth obtaining. The course pursued in the Normal School breaks down any spirit of inquiry, any desire to go beyond into new fields of investigation. It cannot be otherwise. Comparatively few Normal graduates go to college. They have often been told that they "do not need a college education." One of our Normal Schools, some years ago, advertised that its course was "equal to or better than the college courses of the State." They work against the interests of both academies and colleges. I have heard one Normal principal declare that he would break down the academies in his district, and obtain their pupils.

4. *They do not do the work for which they were established.* They take in all the students they can gather from every source, and without any examination as to qualifications. All are urged to come. None are rejected. And after students have graduated, if they wish to pursue special studies in sciences or in other special lines, they are kept as long as possible, and not directed to colleges or technical schools. From the last report of the Millersville Normal School, of 475 students 175 are not preparing to teach, and in the West Chester Normal, total number

466, there are not preparing to teach 267. These numbers are obtained by counting as teachers all who receive State aid. It will thus be seen that about half the students are not preparing to teach. And this number should still further be increased by the model school pupils, who are always counted in to swell the number in attendance. One of the Normal principals writes of his school: "One does not need to advertise the squirrels where the nut-trees are," and yet he does advertise, to catch the popular eye, in these words: "Useful branches are the main studies, and are taught most thoroughly and practically."

5. *Errors.* The following are marked errors in these schools: (*a*) There are double the number of schools needed, as determined by the number of teacher pupils present. (*b*) The boarding of the pupils in the school, and not in private families, as is done in the Western Normal Schools. (*c*) The immense buildings, the law requiring such as will accommodate 300 boarding pupils. The time will come when these cannot be kept filled. (*d*) The standard of excellence assumed being the number of students present, and not the quality of the work done. (*e*) Bad example set pupils in the home life of the married teachers. They live without homes, and without home responsibilities; both man and wife usually teach, turning over their children to the tender mercies of nurses. (*f*) The examinations are not a test of good scholarship. Prof. George L. Maris, himself a principal of one of these schools for years, said last summer before the State Teachers' Association: "After a recent examination at a Normal School, the questions used were published, and on giving one set of them to a boy of fourteen, in about fifteen minutes he had passed an almost perfect examination." Dr. Edward Brooks said: "There has been some tendency to lower instead of elevating the standard of scholarship. This is a vital mistake." Superintendent W. W. Woodruff, of Bucks county, said: "There are some of our members who have been through the schools as professors and principals, and so got an inside view, who are now looking at them from the outside, and find sufficient room for criticism." The writer was present at three of these examinations, and affirms that they were little less than a farce. They were almost entirely oral. Commencing at 2 p. m., one examination continued until about 10 p. m., with one hour for tea; then began again about 8 a. m., and closed at noon, some twenty-three or twenty-six subjects being covered. I saw students fail absolutely in at least three branches, and yet they were passed. I have known examiners to come to the school on the morning of the examination day, not knowing the subjects on which they were to examine, with no questions prepared, and yet in a half hour they were at work examining the classes. How thorough the work they must have done!

8. *The State Appropriations.* The Millersville school had a balance in the treasurer's hands at the last report of $16,053.99, and yet with that balance in hand received an appropriation of $5000. Of this money $2000 was expended for silverware! The stock at Millersville has been all refunded but $125, and yet the holders of this $125 control $224,553.03 of property belonging to the State, and with a surplus of $16,000 continue to receive yearly from the State $5000 to $10,000, while they make no reduction, and continue to do academic work.

The school at West Chester, from its report two years ago, shows a net income above all ordinary expenses of about $20,000. The income above all ordinary expenses for the past year is about $22,000. And yet, with this large income, this school continues to receive from $5000 to $10,000 a year from the State. This school also carries a judgment of $20,000 against its property, and has carried it, when there was at least $10,000 in the treasury. I have always understood from those in charge of this school that this judgment is used as a lever with which to get more money from the Legislature. The fine buildings belonging to this school "were built because the State paid for them." Were the students boarded in the town, as they should be, the fourth part of these buildings would answer. The principal of this school says: "Neighboring schools have charges as low as the Normal; they are full, and their proprietors are making money, too." Then why should the State continue to grant $5000 a year to a school which is clearing $22,000 a year above expenses? If the private school and the Normal side by side make money, why grant one $5000 a year and not the other? It is claimed that these schools pay no dividends. *What do they propose to do with the surplus? Why ask State aid when so abundantly able to help themselves?*

That the Normal School can be run without State aid is shown by the Muncy Normal. This school, the past year, had 234 pupils, nearly all teachers. The faculty consisted of six persons—two college graduates, one Normal School graduate scientific course, and three teachers with permanent certificates. The tuition here is $32 a year, against $60 at Millersville and $65 at West Chester. Board in selected private families costs $10 to $12 a month, against $15 at Millersville and $13.80 at West Chester. At Muncy there is the same earnestness, the same uprightness, the same enthusiasm as at the State Normal Schools, and at a very much less cost. I believe the work done is in every respect as good as that in the State schools. But the State grants no aid. It may be urged that the courses are not so extended at Muncy as in the State schools. This is true, but at the same time it must be remembered that not one-twentieth of the State pupils finish their courses; hence the longer courses benefit but few of the students.

I agree with Dr. Magill's propositions, amended to read as follows:

3. Every college in the State should have a professor of pedagogy.

4. Every school in the State should receive State aid in direct proportion to the number of students it teaches. This plan is universal South, and we can say of it that justice is at the foundation.

G. G. GROFF,
Professor in Bucknell University, Lewisburg, Pa.

To the Editor of *The American*.

In discussing the merits of the Pennsylvania Normal Schools, I am compelled to write with special reference to the West Chester school, not only because I am best acquainted with it, but also because this school seems to have been specally singled out for attack.

"*The course of study is too short.*" The average time spent here by the next graduating class will have been 2½ years; last year's graduates were here 2⅓ years. These young people before coming here had finished the courses of study in some of the best high schools and other private or public schools in the State; the years have contained 42 school weeks of the hardest study; the curriculum is professedly elementary, and designed to fit its graduates for teaching in public schools, where the average salary last year was $233.21. We admit that the time is short, and no one has worked harder than we to raise the qualifications of teachers; yet we are not greatly surprised that young men and women should decline to spend more time and money to prepare for a profession which so poorly repays them, and when they see that the great majority of all the lawyers and clergymen have been and are now being admitted to their professions with less time and study, and that many of our medical colleges are graduating physicians with scarcely half as much time spent upon their courses, as Dr. Groff well knows from personal experience.

"*These schools have discouraged liberal education.*" While we would not want to be held responsible for what any man, whether connected with the Normal Schools or not, may have sometime said, the facts will show that the influence of these schools is in precisely the opposite direction. All of their Principals but one are college graduates. I can recall the names of 31 former students of this school now in college. And Prof. Groff himself went to college through the influence exerted upon him in that direction while a student here.

"*They do not do the work for which they were established.*" Last year 4,342 students and 1,532 graduates of the Normal Schools taught in the public schools of Pennsylvania, and there were 3,000 students in them who were preparing to teach. They have not educated all the teachers of the State; neither do the law schools educate all the lawyers, nor the theological schools all the clergymen. That there are students in these schools who are not preparing to teach, does not show that they fail to do the work for which they were created. While Prof. Groff's method of estimating the number of their students who are preparing to teach is unreliable, because numbers of these do not get the State aid, from being younger than 17 or for other reasons, yet last year probably one-fifth of all the students in these schools, outside of their model schools, were not preparing to teach. These academic students must conform to the work and the methods of the Normal School, and the schools need the revenues that they bring in. Moreover, most of the Normal Schools in the State are the successors of academies. The West Chester school is the direct and legal successor to the West Chester Academy, founded in 1813. The movement to establish it originated with the trustees of this academy; all of the property of the academy was put into the Normal School, and it has by *right* and by *direct legislation* all the rights and privileges of the old academy, as well as of a Normal School. The citizens of West Chester and vicinity contributed $75,000 in money and much valuable property besides to found this school; and if they believe that it affords their children better advantages than other schools they have a perfect right to send them here, and the school has a perfect right to take them, so long as they do not interfere with the main purpose of the school. The citizens' aid to the State has been much more important than the State's aid to the citizens.

"*Errors.*" If there are now "double the needed number of Normal Schools in the State," it would scarcely seem the part of wisdom to extend their number so as to include all schools of every grade in the State by giving them all State aid. Possibly it would be better not to have dormitories and boarding departments connected with any of our schools, although the authorities of the school with which Prof. Groff is now connected do not seem to think so; neither do the managers of colleges and private schools in the East generally think so. That the standard of excellence in the Normal Schools is "the number of students" rather than "the quality of the work done" is untrue. Prof. Groff said to the writer a few days ago: "Nowadays students will not go to a school that is not first-class." May not the excellence of the work done be the

cause of the number of students? The objection made to married teachers both teaching is too puerile to notice. As to the examinations by the State examiners, Prof. Groff knows that they are preceded by thorough examinations in all the branches by the Faculty of the school. His "intimate knowledge of these schools for the past fourteen years" ought to have taught him that for more than eight years past the State examinations have been almost wholly in writing, and that they have covered two or three days of from ten to fifteen hours of steady work. Though these examinations vary in difficulty they will certainly compare favorably in this respect with those on the same subjects for admission to any college in the country. Nor must it be forgotten that a skilled examiner judges as much by how work is done as by what is done. It would seem strange that "the great majority of Normal students in the regular course think only of passing the final examinations before the State Board of Examiners" if these examinations are so trifling. As a matter of fact the examinations which Normal School students must pass *do examine.* All who really have an "intimate knowledge" of this school know that its students are not graduated merely because they have "gone over" certain studies, but that every year many of them are rejected or turned back because they have not thoroughly done the required work.

"*The State Appropriations.*" The normal schools of Pennsylvania are built and equipped jointly by the State and by private contribution. For example, the grounds, buildings, and equipments of the West Chester school have cost $215,000; of this the State has contributed $85,000, private contributions $80,000, $20,000 was borrowed, and the remaining $30,000 the school has earned, besides paying every dollar of the interest on its debt and of its current expenses. Pennsylvania has never built the buildings for its normal schools when they were founded, although it requires them to be large establishments. In every case the schools have been built by incurring large debts, or have grown piece-meal from small beginnings. The State appropriations, which are never more than $5,000 per annum to each school, are used to pay off their debts or to add to the buildings; and the State always takes mortgages upon the school's property for the amount of the appropriation. This school began with a comparatively small building; it has saved its State appropriations and has carefully applied every dollar of them to improving and enlarging its buildings as required by law. It is true that for the past few years, and for those only, the income of this school has exceeded its ordinary expenses by almost exactly *half* of what Prof. Groff asserts. This saving has been effected by paying inadequate salaries to teachers, and by rigid economy in every direction, in order to provide buildings and equipments, either completed or now under way, which are greatly needed by the school, and which ought to have been provided directly by the State long ago. Prof. Groff well knows what the surplus funds of this school are used for, and he knows that they are spent honestly and wisely.

With two exceptions I have attended every meeting of the trustees of this school for nearly six years; I have gone to the Legislature with every committee; I have written every report and communication to that body; and I have never known nor heard of such a thing as using its debt as "a lever with which to get more money." And Prof. Groff might inform himself more accurately as to the facts concerning the control of the Millersville school, as well as in other directions. The reason that a State Normal School cannot compete in cheapness with a private school is because the State laws, not to mention public opinion, demand of the former more expensive conditions in the way of large buildings, costly equipments, numerous and superior teachers; and, moreover, the various "extras" of private schools add greatly to their incomes.

I understand that the Muncy Normal School is a vacation school, distinct from the public schools of the town only during a few months in the spring and summer, when it occupies the public school building. I believe that it is well managed and has done much good; but, although the State Normal Schools of Pennsylvania are not perfect, yet few persons of intelligence would be willing to supplant them with schools open for but for a few months in the summer, their teachers gathered in from the surrounding public schools and constantly changing, with no buildings or equipments except those of the public school of the place, and the tenure of these subject to the caprice of a constantly-changing Board of School Directors.

The Normal School system of Pennsylvania may not be the best that could be desired, and those in charge of the schools may not have been always omniscient; but the schools have been an incalculable bless-

ing to the State, and they have done their work at much less cost to the State than the State Normal Schools of any other leading State have done the same work for. The hard work done in these schools by teachers and students—the intense spirit of earnestness and study that pervades the great mass of their students—has made itself felt in the remotest corner of the Commonwealth. I have myself had experience as a student and a teacher in schools of almost every grade, and I have yet to find any other class of schools, or indeed any other school, that compares with them in this respect. It might be wiser for some of the managers of other schools to imitate the energy and the thorough and practical teaching of the Normal Schools, rather than to excuse their own lack of success by envious or jealous fault-finding.

G. M. PHILIPS,
Principal State Normal School, West Chester, Pa.

To the Editor of *The American*.

In presenting my views on Dr. Magill's plan for closing our Normal Schools and substituting a course in colleges for the Normal School course, I shall try to make clear the following points:

1. The Normal Schools are well adapted to do the work for which they were established.

2. The colleges could not do the work required of the Normal Schools.

3. The Normal School system should be completed by the establishment of a State Normal college or university.

First. The primary purpose in the establishment of the State Normal Schools was to furnish teachers for the public schools of the State. The vast majority of these schools are the ordinary common schools of the rural districts, and the fundamental principal work of the Normal Schools is to prepare teachers for these. For this fundamental object the course and training of the Normal School is well adapted. This course includes besides "the common branches," algebra, geometry, natural philosophy, rhetoric, English literature, United States history, mental philosophy, book-keeping, vocal music, and drawing, and the study of Latin for one or two years. Besides this, the student must have training for at least a year and a half in the theory and practice of teaching, and teach in the model school for half a school year.

Now, though a higher range of scholarship might be desirable, no one can truthfully assert that the course of study named is not adequate to prepare a young man or woman to teach an ordinary common school with skill and success. It would be a great blessing to the State to-day if every teacher in our public schools had received an education such as is indicated by this course of study. As a fact, more than one-half of these teachers have never studied anything above the "common branches," and are not thorough in them. The Normal School course contains much more than they will be required to teach, but it affords that training and scholarship that will enable them to teach even these common branches more skillfully. The Normal Schools therefore, it would seem, are well adapted to do the work for which they were established.

Second. The colleges could not do this work. Many of the pupils of our Normal Schools need careful drill in the common branches; they must be taught orthography, arithmetic, grammar, geography, etc. Now, no college worthy of the name of a college would be willing to do this work; and to cut off this class of students would cut off the majority of the young people who are preparing to teach our public schools. College students must possess these qualifications and much higher ones before entering college. Preparatory departments connected with colleges to give this primary instruction would fail more signally than the academic departments which have worked so unsatisfactorily. Then there must be a model school or school of practice, where the pupils preparing to teach can witness good primary instruction, and where they can practice teaching under the guidance of experienced instructors. Surely no college would think of establishing a model school in connection with its other departments; and if it did it would result in failure.

The college is not a professional school, and should not attempt to do professional work. It should as soon think of training physicians, lawyers, and preachers as to educate teachers. Indeed it seems to me that no college man who is really familiar with the requirements of a Normal School would think for a moment of substituting colleges for Normal Schools.

Third. There is a need in the State for a higher order of teachers than the elementary course in the Normal Schools can supply. We need principals of high and graded schools, superintendents of the schools of towns, cities, and counties, etc. How shall these teachers be educated is a practical question that confronts the Normal School men of the country. The State provides for a higher course of study in our Normal

Schools, and from some of these have gone out graduates of these higher courses that are now occupying some of the most responsible positions in the State. But the experience of these schools is that the two courses do not work very satisfactorily together. The classes in the higher courses are usually small, and the effort and interest of the school seems to centre in the lower course. Some of our Normal School Principals have advocated the cutting off entirely of this higher course of study.

Now, here is a field in which the college with a chair of pedagogy filled with an able man could do some good work. But its work even in this field would be attended with embarrassments. The classes of teacher students would be comparatively small, and be regarded as a sort of excrescence to the institution; there would be no opportunity for actual practice in teaching; and there would be a lack of that professional enthusiasm which is regarded as so valuable in all professional training. The solution to the problem is the establishment of a State Normal college or university. One such institution ought to be established in every State, for the education of a higher class of teachers and school officers. Its faculty should be men and women of broad scholarship and wide experience in teaching and supervising schools. Its pupils should be men and women with scholastic training, desirous of making teaching their life work. Graduates of colleges who desire to become teachers could here obtain that professional training that no college can afford, a knowledge of the best methods of teaching and managing schools. From such an institution would go out men and women qualified to take the more responsible positions in the educational work of the State. From it we should eventually draw our city and county superintendents, our high and Normal School teachers, and no doubt our colleges would obtain some of their best instructors from the graduates of such an institution.

I think it is thus clear that (1) our State Normal Schools have a right to continue their existence; (2) that the colleges could not do the work of our Normal Schools; (3) that to complete our Normal School system we need a State Normal college or university. EDWARD BROOKS,

Recently Principal State Normal School, Millersville, Pa.

THINE be a life made bright with hope,
A life all goodness teaching;
A life, while passing o'er the earth,
Beyond the stars outreaching.

NIGHT SCHOOL OF THE STREET.

THE growing lawlessness of the boys and young men, winked at by officials and laughed at by foolish parents, the practical joking and destruction of private property, is a disgrace to a civilized community, and in any country where justice is not a myth, and where law and decency prevail, such acts must at length receive condign punishment. These acts are the natural outgrowth of the system of education the boys of some localities are receiving.

Observing persons will notice that along toward nightfall groups of boys, of ages ranging from five to ten years, mostly innocent little fellows, gather in their childish play about the street corners. This is the primary class of that pernicious educational system, the night school. As the shadows of night come on, older boys join them. The little fellows whose parents carelessly permit them to remain upon the street find that the new-comers are a grade higher than themselves in the knowledge of what they call their evening sports, and they rapidly seek to emulate these examples. Later on, as the shadows deepen, still older boys join these groups, and while games harmless in themselves are being played, there are being constantly instilled into the minds of these boys, by their older and more vicious comrades, the most demoralizing thoughts. Deeds are done under cover of darkness that not one would think of doing by daylight. A reckless disregard of the rights of others grows rapidly among them. Language foul, obscene, and profane, is freely used, and the boy who is most vicious is usually the one held in highest esteem by his companions.

These boys can be known by their conduct wherever you meet them. The demoralization of the street school impresses itself on them everywhere. At church you will find them in the back seats, rowdyish and offensive, noisy and troublesome. At school they are at the bottom of every disturbance, and in society they are rude and unmannerly. These boys are not by any means the children of the poor. Some of them are sons of the wealthiest and most prominent people of the place. At home these boys receive good instruction, and fond mammas wonder why it is that their darling boys get so rude and ill-behaved in spite of their admonitions.

The trouble is, few parents realize how rapidly boys become demoralized when allowed to run the streets after dark. It is

from these boys, growing up under such influences, that the saloons receive their constant supplies. This night school corresponds to the primary and intermediate departments of learning; the saloons to the grammar and higher departments; and jails, prisons and poor houses receive the graduates. This is not a fancy sketch. There are many boys, some of them of the best families, attending this school nightly. It could and should be stopped at once. It should be the duty of every parent, every official, to stay this wholesale demoralization of the boys going on everywhere about us.

TRUE BEAUTY.

A WOMAN, famous as one of the most kindly and lovable among leaders of the best American society, once said: "If I have been able to accomplish anything in life, it is due to a word spoken to me in the right season when I was a child, by my old teacher. I was the only homely, awkward girl in a class of exceptionally pretty ones, and being also dull at my books, became the butt of the school. I fell into a morose, despairing state, gave up study, withdrew into myself, and grew daily more bitter and vindictive.

"One day the French teacher, a gray-haired old woman with keen eyes and a kind smile, found me crying.

"'Qu' as-tu, ma fille?' she asked.

"'O madame, I am so ugly!' I sobbed out. She soothed me, but did not contradict me.

"Presently she took me to her room, and after amusing me for some time said: 'I have a present for you,' handing me a scaly, coarse lump covered with earth. 'It is round and brown as you. "Ugly," did you say? Very well. We will call it by your name, then. It is you! Now, you shall plant it and water it and give it sun for a week or two.'

"I planted it and watched it carefully; the green leaves came first, and at last the golden Japanese lily, the first I had ever seen. Madame came to share my delight.

"'Ah,' she said significantly, 'who would believe so much beauty and fragrance were shut up in that little, rough, ugly thing? But it took heart and came up into the sun.'

"It was the first time that it ever occurred to me that, in spite of my ugly face, I too might be able to win friends and to make myself beloved in the world."

Youths' Companion.

WOMEN AS SCHOOL DIRECTORS.

A WRITER in the December number of the *Overland Monthly* says on the subject of the practice of making women sharers in the supervision of common schools. He states that women have served as members, and especially satisfactory members, of the London, Boston and Philadelphia school boards. They have been made eligible to all school offices in California, Illinois, Iowa, Kansas, Louisiana, Maine, Massachusetts, Michigan, Minnesota, New York, Pennsylvania, Vermont, and in the territories of Washington and Wyoming. In all these States and Territories, except California, Illinois, Iowa, Louisiana, Maine and Michigan, they also vote in all school elections, and in Michigan in district ones. It is obligatory in Massachusetts and Iowa that at least one member of the State Board of Education shall always be a woman. In Wisconsin and Dakota, women are eligible to all school offices except the State superintendency; and in New Hampshire, Colorado, New Jersey, Rhode Island and Oregon, to district or township offices, or both. In New Hampshire they also vote for all school offices, and in Dakota, Colorado, Oregon, and New Jersey they vote in district meetings; in Oregon, however, both the eligibility and franchise are restricted to widows with children to educate, and taxed properly in the district.

Of the States that now give women full eligibility to educational office, several have arrived at it by rather amusingly cautious stages. In 1878, Kansas reported that women voted at school meetings, "and in some cases have been permitted to hold office;" in 1879, that they may vote in district meetings, and by a legal decision (dating two years earlier than the reluctant report of the previous year) they may hold even a county superintendency; in 1881, the report boldly announces that they may vote for or hold any school office whatever, and that according to the constitution there can be no distinction of sex in educational matters. Vermont, in 1879, reports that women may vote in all school matters, and may hold "minor office;" but, in 1884, reports them eligible to all school offices. The phraseology of the earlier Kansas and Vermont reports calls to mind the report made in perfect seriousness by a certain Massachusetts committee, and put on record by Colonel Higginson: "As there is neither honor nor profit connected with this position, we see no reason why it should not be filled by a woman."

WONDERS IN A TREE.

BEFORE the leaves come out on the trees, all children should have shown to them the many interesting points in a horse-chestnut tree. In the autumn, as each leaf fell, it left on the shoot a sort of scar. On each of these scars can be seen seven black dots, like the nails in a horse's shoe, from which it is supposed the name horse chestnut is derived. The leaf of the tree is composed of seven small leaflets, the midribs of which are bound up together in the stalk, and the seven dots left when the leaf falls are really the ends of the midribs broken off when the leaf died. If you look at the ends of the shoots of a horse-chestnut tree, you will see on each a bud, covered with brown gummy scales. Most children know Grimm's fairy tale of the prince who drew twenty ells of cloth out of a millet seed; but the contents of one of the sticky horse chestnut buds are almost as wonderful. One of these, not larger than a pea, was carefully examined by a celebrated German naturalist with a powerful microscope. He found first seventeen outer scales overlapping, and, as it were, gummed together to protect the tender bud from the frost. Underneath were four perfect leaves, round a flower-spike, which was so perfectly formed that he was able to count sixty-eight flowers, each complete, with even the pollen on their stamens clearly distinguishable.

In the spring the brown scales fall off, leaving a ring-like mark on the shoot, and the length of time the shoots have taken to grow can be easily reckoned by counting the spaces between these rings left by the winter scales, each of which represents one year's growth. These rings are much more distinct on some trees than others.

HAVING been in Palestine, I can testify from personal observation how that former garden spot of the earth has become a comparative desolation from the destruction of its magnificent forests. As early as April I have seen in places the hard, dry soil cracked open into great gaping seams, made by the excessive heat of the sun, there being no woods on the hills or in the valleys to shade it or preserve the springs and brooks. The best field of wheat I saw in all the land was at Jericho, on that small part of the plain which is still irrigated by the spring of Elisha. The distressed citizens of ancient Jericho, anxious about their water supply, came to the prophet and said: "Behold the situation of the city is pleasant, as my lord seeth; but the water is bad, and the ground barren." Elisha went forth to the spring and cast into it some salt, saying: "Thus saith the Lord, I heal these waters; from thence there shall not be any more dearth or barren land." The water of this spring, slightly brackish, is still flowing abundantly to make good crops of wheat; and if the whole land were as well watered as in the days of Israel's prosperity and greatness, there might be a reasonable hope of its ultimate restoration to the land of its fathers. But not until the regularity of the rainfall and the flow of springs and brooks of water are restored by the replanting and growth of the highland forests, is such restoration possible, since the land, as it now is, could not sustain a numerous population. When the forest is completely destroyed around the sources of the Schuylkill river, Philadelphia may be as anxious about its water supply as ever the citizens of ancient Jericho were; and when all the native forests of our land are gone, the desolation here may be equal to that of Palestine and Syria, Chaldea and Babylonia.—*J. P. Lundy.*

HEALTH IN SCHOOL ROOM.

GROWING children need *fresh air* and free *exercise* more than they need book knowledge. When the session is *three* hours long, and the school a mixed one as in the country, I think on the score of health, a recess of fifteen minutes is imperative. Reference is made to the confinement of factory children long hours indoors. But who ever saw *fully-developd, robust, joyous*, factory children? No, in the factory children our race deteriorates in physical stamina, and in intellectual and moral vigor. Let us never hold up for imitation in our schools the unhappy, unrighteous conditions of the factory.

In towns, the recess may be abolished, if the sessions are made shorter. For children under twelve years of age, the session should not be longer than two hours, and for those under fifteen not over four hours at the extreme. School hours are too long. There is also too much home study on the part of mere babes. Away with it all, and in place of it substitute the acquirement of some useful knowledge, or of housekeeping and cooking for girls, and of trades, gardening, shop-keeping, etc., for boys.

School children need an abundance of drinking water: it should be in every school-room. They need fresh air: the school-room should be ventilated.

G. G. GROFF, M. D.

LITTLE white snowdrop just waking up,
Violet, daisy, and sweet buttercup,
Think of the flowers that are under the snow,
Waiting to grow!

Nothing so small, or hidden so well,
That God will not find it and presently tell
His sun where to shine, and His rain where to go,
Helping them grow!

EDITORIAL DEPARTMENT.

ARBOR-DAY PROCLAMATION.

In the name and by the authority of the Commonwealth of Pennsylvania,

A PROCLAMATION.

In pursuance of a goodly precedent, and in compliance with a request of the General Assembly of the Commonwealth of Pennsylvania contained in a concurrent resolution, approved the 30th day of March, A. D., 1887, I have appointed and designated, and do hereby appoint and designate, Friday, the 22d day of April, A. D., 1887, as

ARBOR DAY:

And I do earnestly recommend to the people of the Commonwealth that they devote the whole or at least a portion of the said day to the planting of trees and shrubbery wherever it may be proper and convenient so to do.

Let School Directors, Teachers, and Scholars, unite in making it a day for the adornment of the grounds surrounding the school houses throughout the Commonwealth: Let the people of our Towns and Villages make it a day for the planting of trees along their streets. Let the people in our Rural Regions see to it that their highways are beautified by the planting of trees upon their borders. Let Families observe the day in the planting of trees and shrubbery in the grounds surrounding their homes. Let the Farmers see to it that the waste places on their farms be turned to profitable account by the planting of timber, nut and fruit-bearing trees thereon. Let all the People understand that upon the general observance of this day, and the practical results which arise therefrom, in large measure depend the continuance of regular seasons of rainfall, the tempering of our climate, the beauty of our homes and highways, the timber supply of the future, and a remunerative return for labor bestowed upon lands not otherwise productive.

The observance of Arbor Day is becoming general in many of our States; its necessity is recognized by those who have given the greatest care and study to the subject, and its practical usefulness is attested by all who have engaged in it.

In case the day herein designated should be unsuitable in any portion of the Commonwealth, let an adjournment be had to some future day, which will suit the climate and convenience of the locality.

Given under my hand and the great seal of the Commonwealth at Harrisburg, this first day of April, in the year of our Lord one thousand eight hundred and eighty-seven, and of the Commonwealth the one hundred and eleventh.

JAMES A. BEAVER.

By the Governor:
CHARLES W. STONE,
Secretary of the Commonwealth.

THE meeting of the Department of Superintendence of the National Educational Association, held recently in Washington, was well attended. From Pennsylvania the representation included the State Superintendent and Superintendents Luckey of Pittsburgh, Morrow of Allegheny, Jones of Erie, Kinsley of Franklin, Babcock of Oil City, Gotwals of Norristown, Co. Supt. Spindler of Washington county, and others. There were also a number of teachers from the State. Among eminent men present from different parts of the country, were State Superintendents, City Superintendents, Principals of Normal Schools, Editors of Educational papers, and others. But one paper was presented at each session, the discussion of which occupied the remainder of the session, day or evening, as the case might be. These discussions were animated and for the most part practical and able, that upon industrial education being most earnest and protracted. The sessions lasted three days, during one of which the body adjourned for a formal call of respect upon President Cleveland. We hope to notice the proceedings more at length in an early number of *The Journal.*

THE present issue of *The School Journal* has been delayed some days so as to present the Arbor Day proclamation of Governor Beaver. This delay enables us to mention the fact, of interest to the teachers, that the Legislature has passed the bill providing for their payment when in attendance at the annual County Institute, at a rate not exceeding two dollars per day—a salary rate of forty dollars per month; but when the salary is less than forty dollars, the rate per day will be proportionately less.

DR. B. F. SHAUB has resigned the principalship of the Millersville State Normal School, his resignation to take effect in June next, at the close of the summer session. His administration throughout has been characterized by earnest effort wisely directed. Fidelity to the highest interests of the school as a whole, and of its pupils as individuals, has been the one aim of his life during the past four years, since entering upon his duties as principal. He has done much good work that will be lasting in its results. His successor, Prof. E. Oram

Lyte, who will assume the duties of the principalship after June next, is widely and favorably known as teacher, author and instructor upon the Institute platform. He has been a member of the faculty of the school since 1868, nearly twenty years, and is at present professor of Pedagogics and Grammar. He has led a very active life, which includes three years of service in the army during the late civil war; is eminently a man of affairs, possessed of fine executive ability; is familiar with the school in all the details of its management, and must be a very successful principal. We are sorry to see Prof. Shaub retire from his present field of usefulness; but, if we must lose his valuable service in this position, there is no man whom we would more heartily welcome as his successor than Prof. Lyte.

DR. N. C. SCHAEFFER, principal of the Kutztown State Normal School, has been elected principal of the Wichita University, Kansas. We congratulate him upon the honor conferred, but Pennsylvania needs him even more, we think, than does her sister State of Kansas, and we trust that he will continue to direct affairs at Kutztown. In scholarship, business energy and breadth of view, he is one of the very foremost school men of the State.

DR WM. H. EGLE, of Harrisburg, has been appointed State Librarian by Governor Beaver, his term of office ending in 1890. The nomination is an eminently proper one, and was unanimously confirmed by the Senate. Dr. Egle is a graduate of the University of Pennsylvania, and has for many years been interested in the local and general history of Pennsylvania. He has edited a dozen volumes of the Pennsylvania archives, is author of several county histories, and in 1876 published a history of the State of Pennsylvania.

THE season is near at hand when the vernal lassitude and debility, popularly known as the "Spring fever," becomes widely prevalent, without regard to age, sex, or social condition. It is especially depressing to students of every grade, and hinders progress while it lasts, by weakening the capacity for mental effort. It is not laziness, as people of steel-trap constitutions sometimes uncharitably suppose; but a positive bodily ailment, as much so as any other physical ill that may afflict humanity; and it requires judicious treatment. The remedy is very simple, and of nature's own providing. As a general thing we don't keep near enough to Mother Nature in the nursing that we need, and we are too apt to resort to drastic remedies that are not pleasant to take, and leave injurious effects behind. An excellent remedy is this: On going to bed at night, take the pure juice of a fresh lemon, or half a lemon, according to size, without sweetening or dilution of any kind, rinsing the mouth with water, if the acid taste be disagreeable. Do the same thing fifteen or twenty minutes before sitting down to breakfast in the morning and repeat the dose night and morning until relief is afforded, which will be within forty-eight hours or less, though some persons find it advantageous to keep it up for a week. The lemon juice acts chemically upon the viscid bile, which is the cause of the trouble, and soon puts the whole system into good condition; leaving the brain clear and wide-awake, and the physical and mental energies in as tonic a condition as on a frosty morning in October. Try it, teachers and students, and judge for yourselves.

"COME back, and take this Orphan School scandal by the throat!" was the telegraphic summons that last year called Dr. Higbee suddenly from the National meeting of the Department of Superintendence at Washington, before his paper on the programme had been reached. He made the round of the schools at once and rapidly, before returning home, to see for himself that their condition, teaching force, etc., were as usual, and then grappled the John Norris dragon of falsehood. It was a long, stern fight, with the odds tremendously against him. But we congratulate him upon the triumph of truth and right. The foul thing lies wounded to death.

WE take from a recent article in the *New Era*, upon the Moravian Church in Lancaster, the following personal reference to our good friend Rev. J. Max Hark, who looks after the Literary Department of *The School Journal*. Descended from Polish stock, whose patent of nobility was won in the Turkish wars, and with an inheritance of brains from his ancestry on both sides, he is a man of much more than ordinary ability and reputation. Says the *Era*:

The present pastor of the Moravian Church in this city has inherited much of the talent of his father and of his uncle; for his father's brother, Frederick Hark, who died in Germany about two years ago, was a professor in the Theological Seminary in this country and in Europe, and was acknowledged in his life to be the leading theologian of the Moravian Church.

He has been in the ministry about thirteen years—some two or three years in Lebanon, his first charge, five years in Philadelphia, and six years in Lancaster. He is an indefatigable worker, and, besides contributing more or less to the press of Lancaster, is an editorial contributor to the *Christian Union*, writes for the *Andover Review*, for the *Sunday-School Times* (having been on the staff of that publication for two years, and for four years associate editor of *The Moravian*), the *Sunday-School Union*, the *Independent*, the *New York Observer*, and he has prepared the Scholar's Hand-Book for eight years. He translates, also, many articles from the German for *The Crematist*, and contributes to the columns of that publication. He formulated a ritual for the incineration of bodies, to take the place of the usual burial service. And besides all this, he is a poet, and quite an artist in crayon. In a word, Rev. J. Max Hark's industry and energy are equalled only by his rare and versatile gifts.

ARBOR DAY FRIDAY, APRIL 22.

ARBOR DAY is coming, boys! The Legislature recommends it, and Governor Beaver proclaims it. Are you ready for it?—ready to take up the good work where last year left it, and carry it forward with the old enthusiasm and the steadfast confidence and perseverance, without which no deserving enterprise can be a permanent success? Then prepare in time for systematic and well-directed efforts, and an enjoyable and long-to-be-remembered social time that shall brighten school life, and make warmer and kindlier the ties of family and neighborhood friendships. If the big boys had their own way and took the lead last year, the smaller boys are a year older now, and should come to the front as participants in the active operations of the day.

Don't forget, either, that the girls are as pretty as the trees, and gallantly arrange to give them the best opportunity to embellish the occasion and add to its attractions by their presence, and, with their instinctive love of beauty in nature and in art, contribute in their own way whatever it may please them, to the main purpose of the festival. You will, of course, "rally round" the teachers, and respond with alacrity to their appeals for coöperation in the achievements of the day. If, as is quite likely, you should see School Directors on the ground, it will be quite in order to welcome with ringing cheers those potential functionaries of our school system, who on such an occasion should be received with the kingly homage due to the cedars of Lebanon. Only, if they should happen—which is hardly possible—to be Directors who are opposed to progress, and would rather freeze out the schools than build them up, it will not be necessary to cheer so loudly as to grow hoarse in the effort. If the County Superintendent should happen along during the exercises, he will of course be pleased to find the school astir and young America unlimbered. Be sure to give him a rouser that will make the welkin ring. County Superintendents are good fellows in their way, but as they are apt sometimes to get more kicks than compliments, the plaudits of intelligent school-boys will warm up their hearts and make them feel, for the moment at least, that they are not working for posterity in vain after all.

The recurrence of the wonderful miracle that, every Spring, awakens slumbering nature from the death-like torpor of the winter season, and sends the renewed currents of ascending life from root to trunk and stem and budding leaf of forest and of fruit-bearing trees—alike in wilderness solitudes, green fields, and pleasant lanes—should serve as an admonition and an incentive to torpid humanity to waken to newness of life and energetic usefulness in harmonious sympathy with these inarticulate voices and forces of nature—to make the earth beautiful and fruitful through the arborescent capabilities which nature furnishes and man may cultivate to the highest stages of perfection.

Pardon the long sentence, but there is in it a thought for boys and girls that is worth the getting; and as you grow older and ponder it the more, for each succeeding Arbor Day you will have more hearty welcome; and each recurring Spring-time will be to you more beautiful, more wonderful.

DR. MAGILL vs. THE NORMAL SCHOOLS.

THE summary of a recent article, written by Dr. E. H. Magill, President of Swarthmore College, Delaware county, Pa., which appeared in *The American* of March 5th, together with comments thereon by Dr. Wickersham, Supt. MacAlister, and others, will be found elsewhere in this issue of *The Journal*. Coming from a source so respectable and involving such a radical change in our system of Common Schools, and such a transformation of the present character and purpose of our Colleges, it deserves careful consideration.

At the outset, we doubt very much whether our Colleges will ever assent to any such plan as proposed, when they come to know what it really involves—aside from the fact

that under the constitution of the State appropriations could not be made as suggested.

Ten or more Colleges are to be selected (by State authority, we suppose), in which professorships of pedagogics are to be established; all Colleges are to be required to receive men and women on equal terms; and after 1895 or 1900, all teachers in the State must have regular diplomas and certificates in pedagogics before they can be employed by any Board of Directors within the Commonwealth; and all examinations of teachers by City, Borough or County Superintendents thereafter cease.

What is meant by a *regular diploma* is, we suppose, the usual degree of Bachelor of Arts, conferred after four years of college discipline, or the equivalent of the same, and the test of a satisfactory examination conducted by the college faculty.

At the present rate of increase there will be in the year 1900, twenty-six thousand six hundred and eighty-nine (26,689) schools in the State. These will require, following present statistics, nearly 30,000 teachers, 19,000 of whom must be females. This will require an annual supply of between eight and nine thousand teachers, nearly two-thirds of whom must be females.

Grant that ten Colleges be selected which will admit women as well as men. Even then to meet the demand for teachers who, according to the proposed plan, must have regular diplomas, these Colleges would become pedagogic seminaries for women; for they would be forced to receive from five hundred to six hundred female pupils seeking a diploma, in order to enjoy the privilege of teaching within the State.

Will the Colleges enter upon a work of this kind? Can they, between this and 1900, transform themselves into training schools for all the teachers of the Commonwealth, and at the same time prepare a large body of other students who have in view the various literary professions of the age?

On the other hand, is there the remotest prospect that our various counties could be supplied with teachers by this plan? Who is bold enough to imagine that such a large body of young students, by a simple enactment of law, can be made to go to our Colleges and graduate, and then return to their districts and teach, three or four years it may be, and on a salary of thirty dollars per month, with school terms varying from six to eight months?

However earnest may be our desire to utilize the Colleges in our Common School work, it would be a strange policy to stop our State Normal Schools, with the vain expectation of getting better ones after 1900! These schools are advancing in efficiency from year to year. They are more and more concentrating their work upon teacher-training. They do not pretend to give the degree of bachelor *of arts*. Only *one* art they have in view—namely, the art of teaching. To this they are bending their efforts.

The Colleges can safely direct some efforts to the same end. They can and should give give aid to the great work of elementary instruction. They ought to be able to supply our advanced schools and fill our offices of superintendency in cities and boroughs and counties. They can, if they will, give their students such a thorough grasp of common and high school work as to justify their selection for such offices of trust.

No properly-qualified College graduate should fear an examination, but rather court it, as a fine opportunity to show thoroughness of attainment and strength of thought. There is no humiliation in an examination. Even if it be merely technical, embracing such things as a ripe scholar takes no interest in, he can turn the questions into such shape by his answers as to manfest his mastery of the subject, and indirectly, if need be, humiliate the questioner. Too frequent examinations are to be avoided. Puzzling examinations, challenging the memory only, are to be done away with. No examinations by State authority will in the end destroy any system of public schools.

Admit that our State Normal Schools are less efficient than our Colleges might be, because their pupils are allowed to pass into the ranks of teachers without a thorough academic training. Let us then make them more efficient by gradually lengthening the time of preparation, and making more difficult the possibility of graduation.

There certainly is such a thing as the art of teaching. The idea upon which Normal Schools have been organized and maintained is valid. This is admitted by the gentleman whose article we are commenting upon, when he suggests the necessity of establishing professorships of pedagogics in our Colleges. We have such professorships in our Normal Schools already. The best men whom the Trustees can secure with the meager resources at hand are filling them. Our Colleges, in our judgment, would experience great difficulty in securing better. Moreover, well-organized model or practice schools would be next to impossible in our Colleges, as now conducted. The lecturing of a professor on pedagogics forms but a small

part of what training-schools for teachers demand.

We fail to see any benefit likely to be gained from the plan suggested, and fear that the writer has not familiarized himself with our Normal School professors and their work.

"KEYSTONE OF THE ARCH."

THE COMMON SCHOOL SAVED THE NATION—WAS PENNSYLVANIA AGAIN "THE KEYSTONE OF THE ARCH?"

IT is not likely that wisdom will die with Gen. James B. Fry, of the Regular Army. At a late meeting of the Military Service Institute on Governor's Island, in New York Harbor, the subject for discussion was compulsory education in the United States Army. The views expressed in his paper as read caused quite a sensation among the large number of prominent people who attended, and also provoked much criticism. He criticised the public-school system, and said that it could hardly be claimed that the selection of men as law-makers proves that the public-school system has done anything to improve voters or to purify the franchise. Tweed-ism, which amazed the people twenty years ago, has grown with the public schools! He denounces the present system as one for the cramming of pupils, and thinks the applicants at the United States military institutions illustrate this fact. Morality, as well as elementary education, he says, is falling off with the growth of the public-school system. "There has certainly been an increase in the variety of crime, and at the same time more skill in its concealment with the steady increase in elementary education." He termed the public schools a species of compulsory charity, and asked, "Can the defects of this system be removed or should it be abolished?" Then he argued against the introduction of compulsory education into the army, holding that general education is not a function of the Government. "All enterprises belonging to the individual must fall when assumed by the State. The conclusion is inevitable that the system should be abolished," etc.

We do not know much about General Fry, but if reported correctly he here writes himself down a very careless student of history, and a narrow martinet observer of the influences at work that make for human progress. "Tweedism" may have grown as he says, "with the growth of the public schools." It has also grown with the growth of the churches, with the expanding empire of the printing press, and with all the tremendous enginery of our modern civilization. Why single out the Common Schools, unless indeed they are to be credited with all the good, at the same time that they are to be held responsible for all the bad, that has been unusual or extraordinary in the varied development of the past fifty years upon this continent? And nothing would be farther from the purpose of their unfriendly critic than such wholesale adjustment of this account, for the balance would be enormous to the credit side of the ledger!

Much might be said upon a subject so full of suggestiveness. We present at this time but a single fact, which can neither be gainsaid nor denied: *Had it not been for the Common School of the Northern States* the Rebellion would have been successful, and two hostile flags would float where one now symbolizes nationality! The influences emanating from the Common School—so often opposed, despised, condemned—when cast into the scale trembling towards Disunion, alone made possible the salvation of the Republic. In this result it has returned to the nation infinitely more than it has cost from the beginning until now, or than it will cost for hundreds of years to come.

And who will estimate the value of the benefaction it has conferred upon the world at large in thus preserving the American nation intact, as, more than all other nationalities combined, the grand hope of the human race?

More than this! We have often thought it, and while upon the subject may as well say it: We are by no means convinced that the Common School System of our own State of Pennsylvania may not, in the providence of God, have been the pivotal agency upon which turned the mighty question of Union or Disunion. Had Pennsylvania been as illiterate in 1861–2–3 as in 1835–6–7, when the system of public instruction was adopted, her sons—more ignorant of the vast issues at stake and more easily misled by scheming demagogues—would not have been in the field to the number of hundreds of thousands in solid phalanx, as they were, doing battle for the integrity of the Union.

In days of old her geographical position made her the Keystone of the federal Union; in these later days, when practically a border State, she was again—may we not believe?—as firmly set as before, the God-appointed Keystone of the Arch—retaining,

and only enabled to retain, this proud place of honor through the "thinking bayonets" that came out of her Common Schools.

HENRY WARD BEECHER.

AS Henry Ward Beecher had no rival, so he leaves no successor. He was born to the heritage of intellectual and moral greatness. His father a mighty man, his mother one of the rarest of women, he was a worthy son of both. No other man ever before, from the pulpit, from the platform, and through the press, has for so long a time addressed so vast an audience; discussing subjects sacred and secular with power that grew rather than diminished with advancing age, until in the very prime of his extraordinary mental vigor, in the very zenith of his ripest energies, God touched him and he slept. If there has been a greater man upon this continent we do not know it. If there has been lived a more useful life upon this continent we do not know it. Caring little for wealth, and never rich in what the world rates wealth, no man in the history of the race has ever before, in the aggregate, been paid so much for pulpit service, platform lectures, editorial and literary work. Caring little for power, the President of the United States holds office by virtue of his support. Not a profound scholar in perhaps any single direction, he yet swept the horizon of scholarship, and made all lines of thought and investigation bear rich tribute to his constant and increasing need. Generous in all good works, every good cause appealed in turn for his support through more than half a century of intense social and national life, and none ever appealed in vain. If to enter into the inmost life of men, to stir the heart, direct the thought, arouse the will, and shape the deed, always moulding character to higher issues, be to do work that lasts—and this for tens of thousands, and through fifty years of time—then Mr. Beecher has done work for immortality. When he died a wreath was hung at his doorway; and in the great church where, for forty years, he had been the central figure, the air was filled with the perfume of flowers, and the grand organ for many hours played its best in honor of the master who would enjoy its rich harmonies no more forever.

A hundred thousand souls in his native city, and other hundreds of thousands elsewhere in his native land, and throughout the civilized world, tenderly, gratefully, bid the dead hero, Hail and farewell!

ELECTION OF SUPERINTENDENTS.

OUR School Directors will soon be called to the duty of selecting Superintendents throughout the State. The office of Superintendent, whether of county or city or borough, is of fundamental importance in the educational work of the Commonwealth. No one should be selected who is not well-experienced in general school-work, and whose professional attainments are not widely recognized. For the next three years all the examinations of a large body of teachers must be conducted by the persons elected. By means of these examinations good teachers are to be secured or retained, and inefficient ones sifted out.

The advancement of the schools depends very largely upon the skill and fidelity of the Superintendents. They are to guide the educational sentiment of large sections of the State, giving it proper tone, and deepening at the same time an intelligent interest in the welfare of the public schools. Directors should see to it, therefore, that the very best candidates are elected, and allow no other consideration or interest to prevail than that of carrying forward, with still greater zeal, the cause of popular education.

Almost a million children are now in our schools. Their welfare is the all-important question to be considered. Shall they be made to suffer through our neglect? Shall the official supervision of our schools be characterized by inefficiency, or recognized as in the hands of able and faithful men? The results of the coming election will be the answer to these questions for the ensuing term of the Superintendency. May it be such as will give general satisfaction to all good men.

VISIT TO GOLDSBORO.

WE are glad to see that many of our County Superintendents are holding, in addition to local institutes, educational meetings for Directors and patrons of the schools. Conventions of this kind bring directly before the people the work of our Common Schools, awakening personal interest upon the part of parents, and at the same time correcting many evils, and suggesting improvements adapted to the immediate neighborhood where the convention is held.

It was our pleasure to attend one of these meetings held at Goldsboro, March 19th, and conducted by Supt. Williams, of York county. The attendance during the evening

was especially interesting. Quite a large choir furnished excellent music, giving evidence of good musical culture. A number of Directors were present, and listened to the practical address of Supt. Williams and the State Superintendent, and we trust that good was accomplished.

Goldsboro is a small village on the banks of the Susquehanna. Its schools are in vigorous activity, but are kept open only six months in the year. The shortness of the term is seriously complained of by the leading men of the place, and no doubt public sentiment will soon induce the Directors to add another month.

Injustice is done to the children of a village where the schools are in operation only six months. Not only are the young deprived in this way of much-needed educational opportunities, but habits of idleness are fostered by such long vacations. The education of the schools has to give way for the education of the streets, the railway station, and other places of public resort—an education whose sad effects are felt throughout our whole social life. Indeed, no greater moral reformation can be wrought for our communities than will be accomplished by lengthening our common school term to eight or nine months.

Such meetings as the one held at Goldsboro give fine opportunity to agitate this question, and awaken a public sentiment which cannot long be resisted.

CLERICAL CHANGE.

THE retirement of Prof. A. J. Davis from the statistical desk of the Department of Public Instruction created a vacancy which has been filled by the appointment of Hon. A. D. Glenn, late a member of the House of Representatives, and former County Superintendent of Armstrong county. While in the Legislature, Mr. Glenn was the active Chairman of the Committee of Education of the House. He comes into the Department without pressure from any quarter. The following correspondence will explain itself:

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *March* 25, 1887.

HON. E. E. HIGBEE, D. D., *Supt. of Public Instruction.*

MY DEAR SIR: I herewith respectfully resign my office of statistical clerk in your Department.

In retiring from the position to which four years ago you appointed me without solicitation by myself or friends, I desire to express my sincere appreciation of the uniform kindness you have extended to me during these years.

Leaving now, of my own accord, to accept a position in another line of educational work in our State, I take pleasure in assuring you of my continued esteem and friendship, and I trust that your able administration of the school affairs of our Commonwealth may be crowned with complete success.

Sincerely yours, A. J. DAVIS.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, *March* 26, 1887.

DEAR FRIEND: Your letter under date of March 25, 1887, tendering your resignation as statistical clerk of the Department of Public Instruction, has been received. In now accepting the same, justice to yourself requires me to say that your services have been highly satisfactory, and that I regret very much the loss of your valuable aid in the work of the office.

I feel gratified, however, to know that you do not forsake the educational work of the State, in the new sphere to which you have been called. May your success be such as your merit so well deserves. Assuring you of my earnest co-operation to this end, I remain,

Yours very truly, E. E. HIGBEE.

To Prof. A. J. DAVIS,
Harrisburg, Pa.

NOTES FOR HISTORY CLASS: IX.

THE settlement of Pennsylvania is frequently pointed out as forming a marked and favorable contrast with that of the other colonies, in the fact that Penn recognized the original title of the Indians to the soil, as well as their right to generous treatment as human beings, and shaped his policy in accordance with these views. His quiet remark to King Charles, on taking leave of him, "I shall pay the Indians for their lands," and the astonishment of the king at his Quaker simplicity, is an oft-repeated anecdote; and the result of his humane and Christian policy is pointed out in the exemption of the Pennsylvania colony from Indian hostilities for upwards of fifty years.

Penn's treatment of the American natives was, undeniably, humane as well as politic. Inevitable destiny had ordained that he, or some other Englishman, should have their lands, and it was commendable in him to take it from them kindly, with no unnecessary harshness. He had already purchased it of King Charles £16,000, or at least he had accepted this grant of territory in lieu of a debt of that amount, due his father; but in Penn's estimation the king had no right to this territory, and what was paid him for it was, in fact, merely for the purchase of his good-will. The real right to the land was vested in its native occu-

pants, and of these he subsequently effected the real purchase. Yet when one contrasts the probable value of the trinkets and utensils with which he gratified and satisfied the Indians, not to speak of his own conscience, with the price of the king's good-will, one cannot deny that the founder of our State was not exempt from the common human weakness for a good bargain.

In fact, Penn's famous purchase, whether the traditional treaty under the Shackamaxon elm ever did take place or not, is by no means the chief among his meritorious measures as the founder of a State. It was at best simply a formality, and one of which the natives, who had no more notion of property in land than they had of property in the sky, had, probably, only a confused understanding. His real claims to praise in his relation with the Indians lay in his settled purpose to have them treated as human beings—to prevent their being over-reached in trade, to give them rights in the courts of justice, and in general to extend over them the same paternal care which he extended over his European-born subjects.

The practice of purchasing land of the Indians by no means originated with William Penn, although the prominence given in all our school histories to his treaty of love and friendship is well calculated to leave young students under that impression. On the contrary, in Penn's time it had become a usual practice. Penn himself purchased the site of Philadelphia, not of the Indians, but of the Swedes, who had themselves purchased it of the Indians. More than fifty years before his time, Peter Minuit had bought the Island of Manhattan, of the Indians for the value of 60 guilders, equal to about $24 of our money. This was its *first* purchase; for the Indians developed a fondness for operating in land, and since it was disputed to what petty chief or tribe the island had originally belonged, the Dutch were compelled, for the sake of peace, to repurchase it several times. When Roger Williams, having escaped from the tyranny of the Massachusetts Puritans, took refuge among his native friends in Rhode Island, and there selected the site of an independent colony, he was restrained from making a purchase of the territory simply by the refusal of Canonicus to accept payment for it. In many respects Roger Williams anticipated the liberal policy of Penn at a later period. The corner-stone of his government was religious liberty, and his treatment of the Indians, with whom he lived on intimate terms, was of that generous and considerate nature which made them from first to last his most devoted friends.

To conclude with a couple of other instances of land purchases, in 1665 Carteret bought the site of Elizabeth, New Jersey, of the Indians, and at about the same time Robert Treat, leading a company of colonists from Connecticut, bought the site of Newark. The payment made in this last purchase, which included the sites of Bloomfield, Belleville, Orange and Caldwell, admirably illustrates the character of these purchases. The price paid was: "Fifty double hands of powder, one hundred bars of lead, twenty axes, twenty coats, ten guns, twenty pistols, ten kettles, ten swords, four blankets, four barrels of beer, two pairs of breeches, fifty knives, twenty hoes, eight hundred and fifty fathoms of wampum, two ankers of liquor or something equivalent, and three troopers' coats." The price agreed upon, however, in these transactions is not of so much consequence as the principle involved; and the principle, hedge the question as we will, was simply to keep the Indians quiet. Whether the operation be called a purchase or simply a giving of presents, matters little. No one will contend that the price paid was any approach to an equivalent to the value received.

ENCOURAGE TREE-PLANTING.

THE following is the text of an important bill which is substantially the same act as that passed by the Legislature two years ago and vetoed by the Governor, because the provision for the reduction of taxes was not clearly set forth. This has been made more definite in the present bill, now pending before the Legislature. It was prepared by Simon P. Eby, Esq., of Lancaster, a gentleman deeply interested in tree-planting and forest culture. Under its provisions deduction in taxes is allowed to those who plant open ground with trees, and penalties are provided for those who do injury to trees thus planted. The full text of the act is as follows:

An Act to Encourage the Growing of Forests; the Restocking of Wood Lands; the Planting of Timber Belts; and for the Protection and Preservation of the same:

SEC. 1. *Be it enacted, etc.* That any person or persons who shall set apart any land within this commonwealth and plant it with forest or timber trees, or with the seeds of forest or timber trees, for the purpose of cultivating and growing the same into a forest or timber belt, shall be allowed by the commissioners of the proper county a deduction from the taxes annually

asssessed on the lands thus set apart, actually occupied, and exclusively used for the purpose aforesaid, at the following rates; that is to say: (1) If the land at the time when so set apart was cultivated, or free from trees, sprouts, or the roots of newly-cut trees; ninety per cent. from all taxes assessed thereon during the first five years after the land has been so set apart and planted; eighty per cent. from all taxes assessed thereon during the next five years the land continues to be so set apart planted and used; and fifty per cent. from all taxes assessed thereon during the next ten years the land continues to be so set apart, planted and used. (2) If the land is woodland, sprout land or newly cut timber land, when set apart, to be re-stocked or re-planted; there shall be allowed a deduction from the taxes annually assessed thereon, of one-half the rates per cent. allowed on cultivated or clear land for the periods respectively above mentioned.

SEC. 2. Any person or persons who shall willfully cut, bark, break, or otherwise injure any sprout, or tree, planted or growing on said land; or who shall wilfully injure, disturb, pull up, or remove therefrom any nut or seed, planted or cultivated thereon; or who shall remove any leaves, wood-mould or soil therefrom without permission of the owner or owners thereof; or who shall kindle or cause to be kindled, a fire on said lands, or discharge fireworks thereon; or who shall willfully or carelessly burn or fire any brush, stubble, or other combustible material in the near vicinity, whereby fire shall be communicated to the leaves, brush or timber on said land; or who shall purposely fire any adjoining woods, whether owned by himself or by others with the intention of stopping, extinguishing or circumscribing any fire already burning, whereby fire shall be communicated to the leaves, brush or timber upon the land set apart as aforesaid; the person or persons so offending in either case shall be subject to a penalty of not less than one nor more than fifty dollars for each and every such offense, at the discretion of the magistrate.

SEC. 3. Any justice of the peace or alderman, upon information or complaint made before him by the oath or affirmation of one or more persons, shall issue his warrant directed to any constable to cause such person or persons to be arrested and brought before such justice or alderman, who shall hear and determine the guilt or innocence of the person or persons so charged; and if convicted of said offense or offenses, shall be sentenced to pay the penalty aforesaid attached to said violation with costs of suit; one-half to go to the party or parties injured, and the other half to the school fund of the district in which said offense was committed. *Provided*, that if the defendant or defendants neglect or refuse to pay at once the penalty imposed and costs; or shall not enter sufficient bail for the payment of the same within ten days, he or they shall be committed to the common jail of said county for a period of not less than one day for each dollar of the penalty imposed. And *provided*, when the penalty imposed is above five dollars, the defendant or defendants may enter into a recognizance with good security to answer said complaint on a charge of misdemeanor before the court of quarter sessions of the peace of the county in which the offense is committed, which court on conviction of the defendant or defendants of the offense so charged and failure to pay the penalty imposed by this act with costs, shall commit said defendant or defendants in the common jail of the county for a period not less than one day for each dollar of penalty imposed. And *provided also*, that no conviction shall be had unless it be shown that notices warning persons against trespassing upon such lands were put up in at least four conspicuous places thereon at the time such offense was committed.

SOLDIERS' ORPHAN SCHOOLS.

THE following article, from the Philadelphia *Press* of some weeks since, has been widely copied throughout the State. The reports which Mrs. Attick, the Female Inspector, makes of these Orphan Schools, is we believe in strict accord with the facts, for she is a lady of clear-eyed common-sense, loyal to truth, uninfluenced by prejudice, and fearless and outspoken in the discharge of her varied duties. Says the *Press*:

Mrs. D. J. Attick, who was appointed by Ex-Governor Pattison in October last to succeed Mrs. E. E. Hutter as Inspector of the Soldiers' Orphan Schools and Homes, which change many claim was unjustly made, and was an outcome of the investigation of the homes on the charge that the children were not cared for and were being turned into money-making institutions, has at last reached this city on her tour of inspection and spent Saturday looking over the Soldiers' Orphans' School and Northern Home for Friendless Children, at Twenty-third and Brown streets.

Mrs. Hutter, who lives at 614 Race street, and who is president of the managers of the Northern Home, met her successor at that Institution and cordially welcomed her.

Mrs. Attick said to a *Press* reporter last evening: "I don't know why Governor Pattison removed Mrs. Hutter. I do know that I did not make application for the position. I don't know how things were in the schools and homes before the investigation, but I do know now that, aside from the buildings, some of them being old, wherever I have been I can say the children are furnished with the best of teachers, the best of clothing, and the best of education. The superintendents of all the homes that I have visited say they are conducted just the same now as they were before the investigation, but there have been some changes made in papering and painting. Certainly the children could not be fed better; they could not be taught better; they could not be clothed better, and they are wonderfully bright, and are being well fitted for the world.

"I remember in one home where a class of

the small orphans was on the floor for my examination; each member was given the name of an author, and when their turn came they quoted something from that author's works. Some of the boys and girls are being trained to be accountants, and others in the various industries. They are well up in the laws of the United States, and can quote from them.

"I have been to the Uniontown, Dayton, Butler, Mercer, Mansfield, White Hall, McAllisterville and Tressler Homes, and the two Homes in this city, and have inspected at each place as to the grounds, buildings, cooking, schools, apartments, beds, tables, health, cleanliness, morals, food, clothing, teachers, advancement of pupils, discipline, books, employees, and religious advancement. At each place I have called the roll to see that the institution contains as many children as are reported for it at Harrisburg. This is important, as the State pays $125 and $150 a year for the support of each child; and it was claimed that more had been reported than were in the schools. I found everything all right.

"Several of the buildings, as has been said, are old, preventing their sanitary conditions from being the best. The teachers are the best, and I hope the children will profit by their training after leaving these institutions. None of the superintendents knew that I was coming, and consequently I found the schools as they are conducted every day."

Mrs. Attick was delighted with the Northern Home and the Soldiers' Orphans' School in this city. She was taken all through the institutions by Superintendent P. J. Umstead, and spent twenty-four hours in them. When she was appointed she was Miss Simmons, but has since married. She was the daughter of the late Colonel Simmons, after whom the Harrisburg Grand Army post is named, and is yet a young woman. Speaking of Mrs. Hutter she said, "I found a deep attachment for her at all the homes I have visited."

UNIFORMITY OF TEXT-BOOKS.

OBJECTIONS TO COUNTY UNIFORMITY.

THE bill which is now before the Legislature, entitled "An act to provide uniformity in school-books in each county, and to prevent frequent changes in the same," is proposing certain changes in the law which are not in the line of progress. District uniformity is most desirable, we had almost said essential. For that the laws already upon the statue book make wise and ample provision. County uniformity would be a grave mistake, opening the way to corruption and loss in many directions. As for State uniformity, it can never be other than a blunder of colossal proportions. The following objections to county uniformity are worthy of consideration, although they do not by any means exhaust the negative side of this question:

1. The act proposed would compel all districts within each county to use the same text-books, when it is a well-known fact that our cities and boroughs, which have an annual session of from eight to ten months, require more books, and some of these different in character, from those used in townships with a school session of only five or six months; the longer terms and the saving of time consequent upon the better gradation of city and borough schools enabling the pupils to go over more ground, and thus making their requirements and necessities both greater than are those of the pupils in our ungraded township schools.

2. It would enable a little more than half the districts of a county to compel the remaining districts in said county to use books which they might not regard as meeting their requirements.

3. It would entail great expense throughout the State, inasmuch as it would compel many districts to give up such books as are now in use and fully meeting their wants, in order to get such as should be designated for "county uniformity;" and this notwithstanding the fact that the condition of the people in very many districts is such that a sweeping change of school-books, at any one time, would be not only a great injustice, but also a great wrong.

There are about one million pupils in the public schools of Pennsylvania, and a fair estimate of the value of the books now in use may be placed at perhaps three dollars per pupil, making the aggregate value of books now in use three millions of dollars. It is believed that no adoption could be made under the provisions of the bill referred to, that would not cause the displacement of probably two-thirds of the books now in use. Such displacement would not only entail a loss of upwards of two millions of dollars for the old books so displaced, but might require a sum equally large to replace them with the new series adopted, making the aggregate cost to the State, to carry the law into effect, simply enormous—nearly four times as much as is appropriated annually by the State for the support of the public schools.

4. Whereas it professes to protect the people from frequent changes of books, it will compel them to make a very sweeping change in 1888, and every five years thereafter, should further change seem desirable. This not only by reason of the changes required to bring districts with a diversity of

books into uniformity in each county, but because every district will at such time or times be forced to change such books as they are not willing to bind themselves to keep for the next ensuing five years.

5. It throws the entire expense of all changes needed or required for every five years into a single year, instead of distributing it over the different years, as is the case under the present law, when changes are presumed to be made as needed; a series of readers, perhaps, being introduced one year, a series of geographies a year or two later, and so on.

6. In case of mistaken judgment in the selection of books, or where the adoption of a poor series may have been secured by improper means, it compels all the children of a county to suffer for five years, as there is no way provided for correcting the mistake within that period.

7. It is believed that it would shorten rather than lengthen the average term that books remain in use under law now in force. There is a popular belief that the school books are changed in our public schools much more frequently than is actually the case. Considerable inquiry and observation compel the belief that, under the present law, which limits changes to three years, the average time that our books remain in use is from eight to ten years. Much of this misapprehension comes from the fact that pupils being promoted from one book to another, in the same series, are frequently making demands upon their parents for new books, and the parents carelessly attribute the expense to a change of books by the school board, when no change at all has been made —the pupil having simply advanced in his school grade.

8. It is believed that the supposed saving of expense in case of removals from one district to another in the same county, is greatly exaggerated. From an examination of a county and township map of Pennsylvania, it will appear that fully one-half of all the townships of the State border upon other counties and States, and that therefore removals are almost as likely to be made from one county to another as from one township or district to another in the same county. Different counties would probably, to a large extent, adopt different books.

9. At present, in several counties, there are many districts buying their books out of the public funds and making their use free to the pupils under the provisions of the act of 1884, making it discretionary for them to do so. Shall these districts, having purchased a full new series, under this recent law, be compelled by a majority of the districts in their respective counties—perhaps using a much older and inferior series—to throw away all their books, and go back to an old series, simply because the majority so decree?

10. Laws similar to this have been tried in other States, and, it is believed, have in nearly every instance resulted in failure. For example, Missouri had a law almost identical with the one proposed, but it led to such bitter strife among the book publishers, the book agents, and the people, and resulted in such sweeping and expensive changes, that the Legislature acceded to the urgent demand of the people and promptly repealed the act. Charges of corruption were freely made and returned, and scandals were the order of the day to such an extent that the Missouri book fights outrivaled their bitterest political campaigns, and almost equalled in some districts the intensity of ill-feeling engendered during the late civil war.

11. Another fatal objection to the proposed law is the inequality of representation for which it makes provision; a city with a hundred schools and five thousand pupils, having no greater voice than a small district with but two or three schools, and very few pupils in attendance.

12. The present law provides for uniformity in each school district whether it be city, borough, or township, which if carried out gives uniformity in each school. It leaves the selection for each district to the School Board thereof, but requires consultation with their teachers before they can legally make a change or an adoption. Does not the benefit to be derived from having books suited to its wants, selected by the directors and teachers immediately in charge, far outweigh the slight saving, if any, to individual pupils made by reason of removals from one district to another in the same county?

There are undoubtedly cases under the present laws where, from one reason or another, or without any good reason, good books are displaced by poor ones, and where changes are made more frequently than needed, but the same mistakes would be as likely to occur under the proposed law as under that now in force. However, it is believed that such occurrences are the exception rather than the rule, and that they weigh little as compared with the evils likely to result should the bill under consideration become a law.

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, April, 1887.

TO THE COUNTY SUPERINTENDENT:

Dear Sir: The forty-third section of the Act of Assembly approved the eighth day of May, 1854, entitled "An act for the regulation and continuance of a system of Education by Common Schools," requires official notice to be given of the time and place for holding the Triennial Convention of School Directors, for the purpose of electing County Superintendents of schools in the several counties of the State. County Superintendents are hereby directed to give such public notice as is required by the act referred to, for holding a Convention of the School Directors of the *County*, on the first Tuesday in May next, to elect a County Superintendent for the regular term of three years, as provided by law.

On page 244, School Laws and Decisions, edition of 1885, will be found the proper form of notice to be published for three consecutive weeks in two *weekly* newspapers of the county. Insert in the public notice to be given, the *hour* at which the Convention of Directors shall assemble on Tuesday, the third day of May.

You will please report to this office, the names of the two papers in which you have authorized the notices to appear, and request the publishers to send *receipted* bills for the publication of the same to this Department.

Very respectfully, E. E. HIGBEE,
Supt Public Instruction.

OATH OF OFFICE.

THE following is the proper form for the oath of office which must be taken by all County, City, Borough and Township Superintendents, before they enter upon the discharge of their official duties. When taken, a copy must be forwarded to the Department of Public Instruction and a copy filed in the office of the Prothonotary of the county in which the same is taken:

"I do solemnly swear (or affirm) that I will support, obey and defend the Constitution of the United States, and the Constitution of this Commonwealth, and that I will discharge the duties of my office with fidelity; that I have not paid or contributed, or promised to pay or contribute, either directly or indirectly, any money or other valuable thing, to procure my nomination or election, except for necessary and proper expenses expressly authorized by law; that I have not knowingly violated any election law of this Commonwealth, or procured it to be done by others in my behalf; that I will not knowingly receive, directly or indirectly, any money or other valuable thing for the performance or non-performance of any act or duty pertaining to my office, other than the compensation allowed by law." [Signed] A——— B———

Sworn (or affirmed) and subscribed before me, ——— ———, Judge of the Court of Common Pleas of said county (or Superintendent of Public Instruction, as the case may be), the ——— day of ———, 18—.

ELECTION OF CITY, BOROUGH AND TOWNSHIP SUPERINTENDENTS.

ALL cities, boroughs or townships having a population of 5,000 or more are entitled to elect and have commissioned a city, borough or township superintendent of schools. No argument need be presented here to prove that such an officer, or some equivalent agency, is absolutely essential to the efficient working of a system of graded schools, giving employment to a number of teachers.

Meetings of directors for the purpose of electing a city, borough or township superintendent are called in a different manner from those convened for the purpose of electing a county superintendent. In cities or boroughs where the superintendency has been in operation, the meeting is called on the first Tuesday in May, by the president of the board, of his own motion; and in cities and boroughs where the superintendency has not been in operation, a preliminary meeting is called by the president of the board, upon the request of a certain number of directors, at which the question of electing a superintendent is considered; and if decided in the affirmative, a subsequent meeting is appointed, as in other cases, on the first Tuesday in May, when the election takes place. Boards of directors in cities and boroughs that have a superintendent of their own, cannot take part in the election of a county superintendent.

HOW TO MAKE OBJECTIONS TO COMMISSIONING SUPERINTENDENTS.

COMMISSIONS to Superintendents are not issued for thirty days after the day of election. This time is allowed in order that all who deem a Superintendent elected by a convention of Directors unqualified for the office, may have full opportunity to file their objections.

In this connection it is thought proper to call the attention of Directors to the following provision in the law. Incompetent officers have been commissioned because Directors were not fully advised as to the manner of presenting to the School Department objections to its being done.

"But if objections to issuing such commissions be made within thirty days, and such objections be signed, among others, by a majority of the members of not less than one-fifth of all the School Boards in the county from which such objections are received, and certified to, under oath or affirmation, by at least three of the signers, the Superintendent of Common Schools may require such evidence, under oath or affirmation, in regard to the legality of the election, and the qualifications of the person

elected County Superintendent, as he shall deem necessary, and then shall issue the commission to the person properly qualified, who received the greatest number of votes; and the Superintendent of Common Schools, when engaged in the investigation of objections filed against the issuing of commissions to County Superintendents, shall have power to issue subpœnas and to administer oaths; and any person refusing or neglecting to attend, and give evidence at such investigation, when legally subpœnaed, shall be liable to the same fines and penalties as if he had refused to appear and give evidence in the court of record, and the costs to be paid by the parties subpœnaing the witnesses."

It will thus be seen that a majority of one-fifth of the Boards of Directors in any county have the power to keep an incompetent man out of the office of Superintendent, and it is hoped they will fearlessly exert their power whenever the circumstances demand it. Especially should this be the case whenever facts exist affecting the moral character of the person elected. The necessary papers can be drawn up and signed, if desirable, on the day of the election.

To this it should be added, however, that objections, to have weight in the hearing, must not arise from improper motives or considerations of any kind, but have strict reference, in the language of the law, "to the legality of the election and the qualifications of the person elected County Superintendent," and those making charges must be prepared to present them in a regular way and prove them.

TO SCHOOL DIRECTORS.

ELECTION OF SUPERINTENDENTS.

THE Superintendents of schools are to be elected on Tuesday, the 3d of May next, in all the counties of the Commonwealth, and in all cities, boroughs and townships having five thousand inhabitants, that desire to elect such officers. Scarcely any other election should so deeply enlist the interest of the people. We can afford bad government anywhere else better than in respect to our schools. Good schools make good citizens, and good citizens are necessary to the very existence of a state. Pennsylvania has nearly 1,000,000 children in her common schools, and more than $10,000,000 are annually expended for the purpose of instructing them. Whether these children shall be well instructed or otherwise, whether this vast sum of money shall be well or ill applied, will depend in good measure upon the officers placed over the schools at the coming election. Let whole communities see that the best men are chosen.

County conventions of Directors will be called to assemble at the respective county seats, by the County Superintendents now in office. The best place for meeting is generally the Court House. City and borough conventions will be called by the proper board of directors or controllers in the manner prescribed by law, in their usual place of meeting. The directors of cities and boroughs that elect superintendents of their own cannot take part in the county conventions. The law does not say at what hour the conventions shall assemble, and the local authorities calling the conventions must fix it to suit local circumstances. One o'clock, p. m., is generally adopted as the most suitable hour. It is proper for the directors of cities and boroughs entitled to elect a superintendent, but not now having one, to determine the question whether they will elect such an officer, at a preliminary meeting.

The convention should organize by electing a president and secretary. Vice presidents and assistant secretaries may be elected, if desired. County superintendents generally have in their possession full lists of the members of the different boards of directors in their respective counties; and when this is the case, a list with the districts properly designated should be handed to the president of the convention. It should be read, in order that all errors may be corrected, and that it may be known who are present. If the county superintendent cannot furnish a list of the directors, some one from each district represented should hand to the president the names of the directors in his district, from which the secretary should prepare a roll, and this, when called, will show who are present. In voting, the name of each director must be distinctly called, and his vote recorded: that is, the vote must be taken by *yeas* and *nays*. It requires not only a majority of the directors *voting*, but of those *present*, to elect a superintendent.

Knowing who are members, the convention is prepared to fix the salary of the office of county superintendent for the coming term of three years. It will be found best in nearly every case to fix the salary before electing the officer. If several sums are named, the vote shall be first taken upon the highest, but if a majority of directors do not vote for that sum, then the vote should be taken upon the next highest, and so on, until some sum receive a majority vote. This done, candidates for superintendent can be nominated and voted for, until some one receive a majority. Nothing further is then to be done, except for the president and secretary to make out and sign the certificate of election in the form appended to this article, and forward it to this department. Blanks for this purpose will be placed in the hands of the several county superintendents and the secretaries of school boards in all the county towns.

The following questions should receive careful consideration at the hands of the members of a convention about to elect a Superintendent of Schools: *What qualifications should a superintendent of schools possess?* and *What salary should be paid him?*

In answer to the first question, it may be said that such a superintendent should possess certain *physical qualifications*. No one can properly discharge the duties of the office who is not in the enjoyment of general good health. Especially is this the case with county superintendents who have to visit schools in rural districts, and are consequently much exposed.

Intellectual Qualifications.—As a test of intellectual qualifications, the law renders any one ineligible to the office of superintendent who does not possess one of the following documents: A diploma from a college legally empowered to grant literary degrees; a diploma or State certificate issued by the authorities of a State Normal School; a professional or permanent certificate, issued at least one year prior to the election; a certificate of competency from the State Superintendent, or a commission as a county, city or borough superintendent. In addition to the intellectual qualifications usually indicated by the possession of documents like the above named, a superintendent of schools should be a broad, liberal thinker, a good speaker, a man of tact and marked administrative ability.

Moral Qualifications.—The law says no person shall be eligible to the office "unless he has a sound moral character." The very letter of the law should in this respect be adhered to, and will be, so far as the Department is concerned. Nor is it sufficient for a superintendent of schools to be guiltless of any gross "immorality." He should be a positive worker for good; if possible, he should have all the moral qualities implied in the noble expression, "a Christian gentleman."

Professional Qualifications.—It is provided in the law, that a person cannot hold the office of superintendent of schools unless "he has had successful experience within three years of the time of his election." The *spirit* of this provision is, that a superintendent must be a professional teacher—not a lawyer, doctor, minister, or a member of some other profession, desiring to hold the office until a way opens to engage in something else.

The office of superintendent of schools belongs to the teachers; it has to do with teachers, and should always be filled by a teacher. If directors can find in a county a teacher devoted to his profession, who always attends institutes, who reads works on teaching, who advocates common schools, who, like Richter, "loves God and little children;" who, in short, is something of an enthusiast in his work—he, in all probability, is the man to make superintendent of the work of education, even though he has not been to college.

Superintendents ought to be paid liberal salaries. Their work, when well done, is both delicate and difficult. Good officers can hardly be paid too much, and we had better have none at all than poor ones. The judges of our courts and other county officers in many counties receive generous salaries; why should not well-qualified superintendents of schools be as liberally paid? In view of the whole subject, school directors are most earnestly advised *to elect as superintendents the very best men in their several counties whose services can be obtained, have it understood that they are to devote their whole time to the work of the office, and then pay them well for what they are required to do.* It is in this way and in this way only that the office can accomplish the greatest good of which it is capable.

ITEMS FROM REPORTS.

ALLEGHENY.—Supt. Hamilton: Among our best school buildings is the new one erected this year in Springdale twp. It is a two-story brick with four rooms. These rooms are large and well lighted, with excellent facilities for heating and ventilating. This is a handsome edifice and well worthy of the cause to which it dedicated. I take great pleasure in calling the attention of our directors and other friends of education to the two new houses erected this year in Harmar township. One of these is now completed, and has been occupied since Jan. 1, 1887; the other will be finished in a short time. Each is a beautiful two story brick edifice, situated in the middle of a lot one acre in extent. It contains two large school rooms and a small class room. Connected with each of these main rooms is a cloak and wash room, furnished with wash stand and toilet set. A handsome dark wood hat rack stands in the lower hall. The directors' room on the second floor is elegantly furnished. A rich Brussels carpet covers the floor; a walnut secretary stands on one side of the room, while a neat book case occupies the other; an office chair for the president and another for the secretary, with six additional chairs, completing the furniture of this room. These buildings are well planned and substantial in character, presenting a fine appearance and showing a marked improvement in school architecture. Harmar township deserves to be congratulated on the progressive spirit of its board. Directors who contemplate building schools of this size would do well to visit these schools. The schools visited during the month of February are, with a few exceptions, doing good work. A large and interesting Local Institute was held in Bakerstown. The teachers of Richland, Pine, Hampton, and West Deer townships took part in the exercises. The ministers and friends of education in the neighborhood were present. Much of the success of this Institute is due to the directors of Richland. Chartiers township has erected a fine two-story brick building, with eight rooms. It has all the modern improvements, and for comfort, health, convenience and economy, is unsurpassed. Braddock township, one of the most progressive districts in the county, has increased its school apparatus by the purchase of Yaggy's Anatomical Chart and a life-sized manikin. Each school has been supplied with the same, at a total cost of $150.

ARMSTRONG.—Supt. Stockdill: During my visits to sixty schools, I found only three teachers doing inferior work. These were admonished to do better, and the directors' attention was called to the matter as they did not appear to be doing their work so badly as to merit immediate discharge. The directors throughout the county are taking more interest in the schools. In some townships five directors accompanied me in my visits. In Burrell township fifteen citizens were with me at one school, which we found in excellent condition. The people are proud of it, and they have reason to be. May the day soon come when all

parents will be interested in the education of their children.

BERKS.—Supt. Keck: All the Tulpehocken schools have been supplied with maps, and all the schools of Penn with patent furniture. Upper Tulpehocken built one, Albany one, and Greenwich two new school-houses, which are first-class in every particular. They were all furnished with patent furniture, and the one in Albany has the natural slate surface. These districts have made wonderful progress. Five (5) local institutes were held this month, and the work accomplished will do the schools a great deal of good. The attendance was excellent on the part of directors, teachers and people.

BLAIR.—Supt. Lykens: February visitations were quite satisfactory. There is much good work done by our teachers. Huston township has organized a night-school for the benefit of young men who work in the mines. The County Institute held at Hollidaysburg was well attended, and instruction of the best kind was given from the platform. The institute was useful in many ways and will be felt in many school-rooms throughout the county. The teachers of N. Woodbury and Taylor meet together semi-monthly in district institute. These meetings do much to increase the interest of parents; wherever they are held school visitations become more numerous.

BUCKS.—Supt. Woodruff: Some of our schools will close before April. There have been more vacancies to be filled during this term than ever before—teachers resigning to accept more lucrative positions. With one exception—a case in which the certificate was annulled for the offense of using intoxicating drink—our teachers are succeeding as well as usual.

CHESTER.—Supt. Harvey: Most of our schools will go right on with no spring vacation except one week at the first of April. This we consider much the better way. The forty-eight schools visited during the month are, with very few exceptions, doing excellent work. Many of our beginners are doing nicely; there are only a few of them who have not spent one session or more at our excellent Normal School.

CLINTON.—Supt. McCloskey: A large majority of our schools are doing very efficient work. A very successful local institute was held at Logansville; directors and citizens took an active part. They will hold another before the term closes. The work is carried on with the utmost zeal, and the teachers are active. They expect to organize a literary society in the borough before long. The schools of Crawford district are making commendable progress; all the schools have been furnished with new Tellurian globes.

DAUPHIN.—Supt. McNeal: Our local institutes have been more successful this year than ever before. At the meeting of the County Institute, the county was divided into nine local institute districts, each containing as nearly the same number of schools as was possible with reference to location and physical conditions. All the districts, except the seventh and the ninth, have held meetings thus far. The eight district comprising Mifflin, Washington, Lykens township, Gratz, Uniontown, and Berrysburg, has had two meetings and arranged for a third. The largest meetings were at Middleton and Steelton. Very interesting and profitable sessions were held at Berrysburg, Elizabethville, Jacksonville, Dauphin, Union Deposit, and Linglestown. Educational meetings, consisting of an evening session only, have been held at Progress, Rockville, Matamoras, Carsonville, Gratz, Linglestown, and in West Hanover township.

INDIANA.—Supt. Cochran: We have almost completed our tour of inspection, and find the schools generally doing very well. Quite an interest has been taken in drawing this winter. In many schools of the county are to be found drawings that would do credit to older and more experienced pupils. Vocal music, too, is receiving considerable attention. Several of the old school-houses will give place, before long, to new and improved buildings. Our select schools, and especially our Normal School, will be full to overflowing this summer.

JUNIATA.—Supt. Auman: Three local institutes were held—at Richfield, Johnstown, and Mexico. Although the weather was unfavorable, the attendance, on the part of the teachers and the general public, was all that could be desired. I was present at each place, and feel assured that much good work was done. A new brick school-house will be built at Barren Run, in Tuscarora township.

LACKAWANNA.—Supt. Davis: A very successful local institute was held at Archibald. Seventy-five teachers were present. Eight contiguous districts were represented. Supt. Forbes, of Carbondale, presided. Various educational topics of a live nature were discussed. The school library at Archibald has received an addition of about twenty-five new books this term. The library for Lackawanna township starts out with Appleton's Encyclopedia, costing nearly $150.

LANCASTER.—Supt. Brecht: The series of eleven local institutes held in the county, closed with one at Christiana. This meeting was one of the largest and most successful of the entire series. In passing judgment upon the second year's work of the local institute, its friends may credit it with having perceptibly strengthened its claim upon our schools and people, and in having created a sentiment that will link it permanently with the progressive steps in teaching.

LAWRENCE.—Supt. Sherrard: Most of our schools will close during the month of March. They have been reasonably successful, though not all have been entirely satisfactory. The most satisfactory are those in which the term has been continuous without a change of teachers. Four local institutes were held during February, three of which I attended. In each case a public hall or church was the meeting place, and they were usually well filled with citizens and patrons. A marked interest is always manifested by the people in meetings of this kind.

MIFFLIN.—Supt. Owens: Four local institutes were held during February—at Milroy, at Kelly, at Mattawana, and at Newton Hamil-

ton—two of which I attended. Although the weather was unfavorable, both institutes were well patronized, and excited much interest. The teachers deserve not a little praise for the efforts they put forth in order to make the meetings a success. The meetings at Milroy and Mattawana, being held on the same dates as the others, I was prevented from attending, but from the accounts published in the local papers, they were successful.

MONTGOMERY.—Supt. Hoffecker: A local institute was held at Conshohocken. The class-drills were among the best we have seen. A discussion on "Who is responsible for the success of our schools?" was opened by Charles H. Clark, president of the Conshohocken School Board.

NORTHUMBERLAND.—Supt. Wolverton: For January my visits were encouraging. Lewis township has put slate boards and new furniture in one house. Shamokin township is thinking of making some needed changes in furniture. Turbotville has two good teachers, and successful schools are her pride this year. Rapho has built and furnished a No. 1 brick house, and means to do more work for the improvement of her schools next year. My February visits also show good work. The schools of Point township are in a healthy and progressive state. One new brick house was built last season and furnished with patent furniture. Lewis township has also made improvement in furniture and grounds. I never knew the schools of Washington township to be in so good a condition as they now are. Her board of directors feel justly proud of their schools, and will do well to retain their present corps of teachers. Rush township has begun local institute work—a new feature, showing a progressive spirit worth fostering. Educational advancement in this county is becoming so marked as to cause a general popular pride in the system of public instruction.

PERRY.—Supt. Aumiller: Local institutes were held at Newport, Millerstown, and Liverpool. The attendance at each place was large, and a lively interest was manifested by teachers, directors, and citizens. Owing to inclement weather, bad roads, and sickness, the attendance of pupils during the month was materially lessened. A considerable number of teachers will attend the State Normal School.

POTTER.—Supt. Buckbee: Most of our country schools have just closed a prosperous term. Coudersport is preparing to build a commodious school-house for use next year.

SCHUYLKILL.—Supt. Weiss: Local institutes were held at New Ringgold, Port Clinton, Auburn, and Ringtown—all very largely attended by teachers and patrons. The exercises consisted of talks on teaching, class-drills, recitations, music, and lectures. At a few of these meetings it became necessary to turn some of the people away for want of room. Daniel R. Miller, director of Pine Grove borough, gave $51 towards replenishing the public school library of that place; last year he gave $100 for the same object. Well done!

SOMERSET.—Supt. Weller: Many of the districts are holding local institutes with good results. The houses built during the year are well planned and carefully constructed.

SNYDER.—Supt. Boyer: I had the pleasure of meeting some directors in each of my visits to the schools. A previous notification of my expected visits, no doubt, contributed to this result. My evening lectures—three, four and five times a week—are interspersed with music, declamations; select reading, and essays by the pupils. The people seem to be thoroughly aroused. The joint institute of Snyder and Juniata counties, held at Richfield, was a decided success. Some could not be accommodated even with standing room. Wm. P. Moyer, for many years the successful principal of the Freeburg schools, has resigned for a better paying occupation. Mr. I. N. Johns succeeds him.

CHAMBERSBURG.—Supt. Hockenberry: We held an institute on February 22d, in connection with teachers from the adjacent districts. Prof. McCreery, principal of the State Normal School at Shippensburg, gave an excellent address on "Heart Culture and Home Pictures."

HARRISBURG.—Supt. Foose: Two of our teachers, Misses George and Marshbank, opened a night school about January 1st, and at the end of the month had enrolled seventy-five pupils. The Board furnished all facilities for conducting the school, and the ladies engaged in the project without the expectation of any compensation either from their pupils or the Board. Their success has been beyond their most sanguine expectations. Their undertaking is a most laudable one, and some means ought to be devised by which they will be suitably rewarded for their labor.

NORRISTOWN.—Supt. Gotwals: The exercises of the High School, on the afternoon preceding Washington's Birthday, were conducted with reference to the life and character of Washington, and of some of the other prominent personages of his time. Longfellow's birthday was similarly observed on the following Friday. These occasions create interest on the part of the pupils, and are not without profit to them.

YORK.—Supt. Shelley: I am exceedingly gratified with the results this year in language and composition. Our boys and girls are learning to use correct English from the time they enter the lowest grades. Our "Picture Aids to Composition," sentence blanks, and methods in oral instruction, all conduce to the end in view.

HAZLE TWP.—Supt. Williams: Some of our schools have not been so well attended as usual, on account of the prevalence of diphtheria and measles. The night schools have a larger attendance than last winter; we have opened two additional schools since the holidays, making fourteen in all.

PLYMOUTH TWP.—Supt. Gildea: Close supervision of the schools and examinations of classes during every visit cause the teachers and pupils of the different villages to vie with one another for the lead in attendance, proficiency, and thoroughness. The result is already so manifest to the parents that they declare their children are now making double the progress attained during any preceding term.

LITERARY DEPARTMENT.

THERE is no study more essential to a broad liberal culture than that of the various systems of thought that have been wrought out by the greatest minds of mankind. It is for this reason that we have always laid stress in these columns on the study of philosophy; and have recently called special attention to such works as Griggs' series of Philosophical Classics, Lotze's Outlines, and his fuller Microcosmos, Smith's Spinoza and His Environment, and the dominant philosophy of the present day, as found in Herbert Spencer's System of Synthetic Philosophy, and John Fiske's Outlines of Cosmic Philosophy.

The study of such works is essential to high culture for the reason, first of all, that it makes us acquainted with the original determining causes of nearly all important changes and tendencies in the inner and outer course of history. Philosophy is sometimes ignorantly sneered at as "mere theory" and "idle speculation." But the intelligent student of history knows, for example, by what a close chain of consequences the French Revolution and the American Revolution can be traced back for their true cause to the philosophy of the Encyclopedists, of Rousseau, of Hume, of Locke, and even back to Bacon. Parallel political disturbances in Germany may as readily be traced back through Wolf, Leibnitz, Spinoza, to Descartes. Not less deep and far reaching has been the influence of the successive systems of philosophy in every other department of life, in literature, art, and education; they invariably reflect, and were in large degree moulded by the dominant philosophy of the age. To understand the latter, is to have the key to the comprehension and explanation of the whole character and history of each age.

Then, too, the study is of great importance for the intellectual training it gives. It exercises us in as close and exact, as deep and logical, thinking as is demanded by the higher mathematics; while at the same time, unlike the latter, it has no narrowing and hardening effect on the mind. It exercises not only one set of faculties, but more than any other study calls into play, strengthens, and develops, the whole range of faculties, the whole mind of man. Hence its preëminently liberalizing and broadening influence. This alone should be enough to make the study incumbent upon us; and should certainly make us do all we can to encourage and assist our older scholars, as well as teachers, to devote more time and attention to it.

In our quite recent notice of Spinoza and His Environment, we called attention to the limitations of Dr. Smith's work, while at the same time dwelling on the great importance of Spinoza's thought to contemporary philosophy and theology. Probably much of what is unsatisfactory in that work is owing to the fact that Spinoza's philosophy, springing from that of Descartes, cannot be properly understood without first having understood the latter. No better means and opportunity for doing this has yet been offered American readers than that given in the volume of Kuno Fischer's "History of Modern Philosophy" devoted to *Descartes and His School*, which, translated by Prof. J. P. Gordy, and edited by Dr. Noah Porter, has just been published in a handsome octavo volume by Messrs. Charles Scribner's Sons, New York, and can be had at the price of $3.50. We believe the volume by the same author, on Spinoza and His School, is soon to follow in uniform style.

Descartes has every right to be called the Father of Modern Philosophy; for Bacon was the founder of no system of thought, but only of a method. Descartes was the real fountain head of all those influences and tendencies of thought that, much diversified and variously modified, have had so much to do with shaping and coloring all modern thought up to the present time. In the volume before us we have, in a remarkably clear and readable style, a critical history and exposition of this fundamental system of philosophy, and to some extent of its influence. It is divided into three "books;" the first treating of Descartes' Life and Writings, the second of his Doctrine, and the third of the Development and Modification of his Doctrine, up to the close of Malebranche's teaching and the beginning of Spinoza's. The first 158 of the nearly 600 pages of the volume give so clear and comprehensive a survey of the history of philosophy from the earliest times up to Descartes, as to make this part alone worth the price of the whole volume. We know of no more satisfactory account, in so small a compass, of the course and development of Greek philosophy, of Christianity and the Church, of the Philosophy of the Middle Ages, the period of the Renaissance and of the Reformation. It is a most admirable bird's-eye view of the whole subject.

If Descartes, with his *Cogito ergo sum* as starting-point, was the founder of modern Realism, the venerable Dr. McCosh of Princeton may be called, if not quite the latest, yet the most earnest, ablest, and most energetic defender of it. His life-work has been the defence and elucidation of the doctrine of Naturalism, a derived and modified form of the Scottish philosophy founded by Reid. In Dr. McCosh's latest work, entitled *Realistic Philosophy* Defended in a Philosophic Series (New York: Charles Scribner's Sons, 2 vols., price $3), he summarizes and defends the doctrines and criticisms of his voluminous writings on the general subject in the past, and offers it as, at least, the foundation and outline sketch of what he claims should be distinctly the American national philosophy. In "*Vol. I. Expository*," after telling us what he thinks an "American Philosophy" should be, he defines the various criteria of truth; examines into the nature of Energy, and Causation, and our knowledge of them; treats of "Development; what it can do and what it cannot do;" and finally inquires into the nature of "Certitude, Providence, and Prayer," laying the foundations for his elabor-

ate attack on Evolution that follows in the second volume. Vol. II. is "*Historical and Critical.*" In it Locke and Berkeley, Hume and Huxley, Reid, the Scottish School, and J. S. Mill, and finally, and most elaborately and energetically, Herbert Spencer, are all critically weighed and found wanting. Whether one agrees with Dr. McCosh or not, and however one may wish that his tone were less polemic, not to say impatiently dogmatic, one must admire his honest earnestness, and appreciate the singular clearness of expression and beauty of style that characterize his writings. We know of no philosophical writer whose works are easier and more pleasant to read so far as this is concerned. And certainly none of Dr. McCosh's many books are better worth studying and owning than these two latest volumes. They contain the cream of all his former ones, and are the maturest fruit of his long life's thought and study. No American philosophical student can ignore them; and with Kuno Fischer's work they claim a place in every philosophical library, such as should be in every college, normal, and even high school.

THE AZTECS. *Their History, Manners and Customs. From the French of Lucian Biart. Authorized Translation by J. L. Garner. Chicago: A. C. McClurg & Co. 8vo. Illustrated, pp. 343. Price, $2.00.*

It is rather a humiliating fact that nearly all we know about a people and its civilization, which seems to have been at its prime only a few centuries ago, and built its cities, monuments, temples, and roads right here on our continent, can easily be put into a single volume of less than four hundred pages, like the one before us. Yet such is the fact. While we can trace back the early inhabitants of Mexico to a date as remote as that of the founding of ancient Rome; and while their few records and relics prove their civilization to have been in some respects almost as high as that of Rome under its kings; we yet know but very little more than the fact that it was so. Of the details of their history we are almost wholly ignorant. Of the remains of their achievements we have as yet only a very few specimens. But what we do know and have is described in an exceedingly interesting manner by M. Biart, who gives the early history of the Aztecs, describes their cosmogony, religion, domestic life, judicial, political, agricultural and commercial methods, their language and attainments in science, arts, architecture, and general condition of civilization. The book with its illustrations is intensely interesting; and the most reliable and full work on the subject accessible to the general student.

TALKS ABOUT LAW: *A Popular Statement of What Our Law is and How it is Administered. By Edmund P. Dole. Boston: Houghton, Mifflin & Co. Cr. 8vo., pp. 557. Price, $2.*

There are in existence some sixty thousand or more volumes treating of English and American law. And yet there is evidently room for this one also; for it tells just those things about our laws and their administration which one often wants to know, and everybody ought to know, but which one cannot find out without spending hours and days in hunting it up in the tomes of some law library. The book, therefore, impresses us as being exceedingly useful. The subjects it discusses and explains, in an easy, untechnical plain manner, are, moreover, such as our boys, and girls too, should have some knowledge of before they leave school. The first fourteen chapters treat of court, lawyers, methods trial, rules of evidence, law-terms, etc.; then follow very clear and sufficiently full explanations of the law with reference to Marriage, Divorce, the relation of Husband and Wife, Parents and Children, Guardian and Ward, Teacher and Pupil, Employer and Employed in the matter of Corporations, Partnerships, Contracts, Agency, Wills, and various other legal questions and relations. The work would make a capital text-book on a subject which should have a place on our high school curricula. It will also serve as an excellent introduction to the more full and formal study of law.

HENRY WARD BEECHER: *His Life and Characteristics. By Lyman Abbott, D. D. Illustrated. New Edition, containing Full Description of his Death and Funeral, with Dr. Hall's Funeral Sermon, etc. New York: Funk & Wagnalls. 8vo. nearly 700 pages. Prices: Cloth, $3. Half Morocco, $5. Full Morocco, Extra Fine, $10.*

Aside from the present special interest in the life and works of the famous Brooklyn preacher, the story of his life is one that will always be intensely interesting and full of instruction and inspiration for young people. No boy can read it without being made better by it, filled with lofty ideas and aspirations, and taught anew the value of pluck, courage, and perseverance. Besides all this, the life and words of Beecher fill so important a place in the history of our country and times, that no well-informed person can afford to be ignorant of them. It may almost be said that our history during the last half-century cannot be understood without some acquaintance with that great and mighty man who so materially assisted in making that history. Now that he has died, the market will soon be flooded with cheap biographies of him. We therefore call special attention to this, the *only authentic and reliable* one, written, not hastily and only "to sell," but carefully and conscientiously by Dr. Abbott, who probably knew and understood Mr. Beecher longer and more intimately than any other man living. It was written several years ago, and in this new edition has merely had added to it the account of his death and funeral, his last sermon preached on earth, and other interesting matter. It contains more than twenty portraits of Mr. Beecher, besides numerous other illustrations. We advise our readers who are interested to get no other "Life of Beecher" but this one; and not to fail to get this one.

A TREATISE ON SURVEYING, *Comprising the Theory and the Practice. By William M. Gillespie, LL. D. Revised and enlarged by Cady Staley, Ph. D. New York: D. Appleton & Co. Large 8vo. pp. 549; with Traverse Tables, 143 pp. additional.*

It would, of course, be superfluous for us to say anything in commendation of a work that has, for the most part, been in use as the standard text-book on the subject for many years. Prof. Gillespie's "Land Surveying," is the recognized authority in its branch of higher mathematics, and is in use in most of the foremost educational institutions in the country. In the handsome volume before us the originally separate work on "Land Surveying" has added to it the complementary one on "Leveling and Higher Surveying," after a thorough revision of the two by Prof. Staley. Thus united in one volume they form what is undoubtedly the most thorough and complete treatise on Surveying in the language. We cannot refrain from adding also that in its mechanical make-up, quality of paper, character of typography,

accuracy of printing, and substantial and handsome half-leather binding, the volume is a model of what such a book should be. It is characteristic of the Appletons.

A CENTURY OF ELECTRICITY. *By T. C. Mendenhall. Boston: Houghton, Mifflin & Co. 12mo., pp. 219. Price, $1.25.*

The uses and application of electricity in every sphere and department of life are so various and many, and have come to be considered as so indispensable, that it is hard to realize that a hundred years ago hardly any of them were in existence. Yet all the immense and wonderful progress that has been made in this matter, all the marvelous electrical discoveries and inventions, have been made inside of a century. Mr. Mendenhall in this little book gives a comprehensive and highly-interesting sketch of this progress, with brief sketches of the lives of the great inventors and the story of the inventions, besides very intelligible popular descriptions and explanations of the chief electrical appliances, the telegraph and telegraphy, the dynamo, electric light, electric motor, telephone, and many others. The book is timely and full of interest. It is one our boys ought to be encouraged to read, and by its illustrations they will have no difficulty in understanding and enjoying it.

A HISTORY OF FRANCE. *From The Earliest Times to 1848. By M. Guizot and Mme. Guizot De Witt. Translated by Robert Black. Profusely illustrated. New York; John B. Alden. Vol. III, 8vo., pp. 473. Price for the set of 8 vol's, half morocco, marbled edges, $6.*

Of the well-known excellence of Guizot's famous and popular history, as well as of the very handsome and substantial style of this new edition which Mr. Alden publishes at a price so marvelously low, we have spoken before. This third volume seems to be if anything even better printed and on slightly heavier paper than the two preceding. It brings the history down from the reign of Francis I. through the age of the Renaissance and the Reformation, to the close of the reign of Henry IV. This set will be completed before midsummer. It is as good and cheap a work as even this cheapest of publishers has ever produced.

HOURS WITH THE BIBLE, *or The Scriptures in the Light of Modern Discovery and Knowledge. (Vol. V.) From Manasseh to Zedekiah. By Cunningham Geikie, D. D. Illustrated. New York: John B. Alden. 12mo, half Morocco, pp. 293, 60 cents per vol.*

To this low-priced edition of one of the most popular and useful works of Bible exposition we have several times called attention. It is recognized to be the best works of the kind in existence, and at this low price can and ought to be in every Sunday-school teacher's as well as every pastor's library. We again commend it to our readers.

PRIMARY LESSONS IN LANGUAGE AND COMPOSITION. *By W. H. Maxwell, M. A. New York: A. S. Barnes & Co. 12mo. pp. 144. Illustrated.*

A very attractive little book, beautifully made; to be followed by a similar one of "Advanced Lessons." The author seems well calculated to accomplish his purpose, which he tells us is "To train young children in the proper use of the words that belong to a child's vocabulary, and to give them facility in the use of such sentence forms as they can readily imitate and employ." He proceeds on the correct principle, in the exercises, that narrative and not description is the earliest, easiest, and most natural form of expression in childhood. The book will be found useful to the primary teacher.

THE GOLDEN LEGEND. *By H. W. Longfellow. With notes by S. A. Bent, A. M. Boston: Houghton Miifflin & Co. 12mo. pp. 194. Price, 40 cents.*

This little volume contains Numbers 25 & 26 of the *Riverside Literature Series*, a set of books than which we know no better for use as supplementary readers; those who use them will combine the exercise of reading with literary study, as should always be done. The Notes are carefully, accurately, judiciously prepared. The single numbers of this sterling series can also be had separately, in paper covers, at 15 cents each.

WARMAN'S SCHOOL-ROOM FRIEND: *Practical Suggestions on Reading, Reciting, and Impersonating. By Prof. E. B. Warman, A. M. Chicago: W. H. Harrison, Jr. 12mo. pp. 120. Price, 75 cts.*

The author is particular to say that this is "not a treatise on elocution," but intended only to serve as an aid to the student in the analysis of thought, and concerned "exclusively with the practical principles of reading, with practical applications of every rule given." He intimates that two other volumes are to follow, one on the training and care of the voice, and the other on gestures and attitudes. The method of the present volume is simple, natural, practical; its principles are the only correct ones; and the little work cannot fail to be very helpful to the teachers of reading, and not less so to the teacher of elocution.

KRUSI'S DRAWING: *Manual for Teachers. Graded Course—Analytic Series. By Herman Krüsi, A. M. New York: D. Appleton & Co. 8vo. paper, pp. 209.*

THE USE OF MODELS: *A Teacher's Assistant in the Use of the Prang Models for Form Study and Drawing in Primary Schools. Boston: The Prang Educational Co. 16mo. paper, pp. 190.*

The first of these works is a thoroughly scientific treatise on analytic drawing, and has already gone through several editions. It is recognized as one of the best manuals in existence, and has been found an invaluable aid, not only by hundreds of teachers of drawing, but by many more private students of the fundamentals of art.

The second of the above books explains its purpose and aim in its long sub-title. It is elementary in character, and will be found of practical aid whenever children are being taught the beginnings of drawing from models. Its numerous exercises are particularly practical and valuable.

EVOLUTION AND RELIGION. *Part I. Theoretical and Doctrinal. Part II. Practical and Vital. 26 Sermons. By Henry Ward Beecher. New York: Fords, Howard & Hulbert. 8vo. cloth, pp. 440. Price, $1.50.*

The sermons on *Evolution and Religion* were his latest, and as it seemed to him his most important productions. They contain the result of his ripest and most careful and earnest study and thought; and are excellent specimens of that wonderful oratory which made him easily the foremost preacher of his time.

HOME AND SCHOOL SONGS. *An Illustrated Song Book for Children. By Louis C. Elson, Editor "Musical Herald." Large 4to., pp. 64. Chicago: Interstate Publishing Company. Boston: 30 Franklin St. Price, 40 cents.*

An attractive collection of songs for the little ones, with easy piano accompaniment, the music in plain open type, and many of the pieces so placed as to face full-page engravings illustrating the leading thought of the song. The music is lively and pleasant, and the children will enjoy the book, whether at home or at school.

BLOSSOM TIME.

MARY E. DODGE.

Lively.

1. There's a wedding in the orchard, dear, I know it by the flowers; They're wreathed on ev'ry
2. While whispers rang a - mong the boughs of prom - is - es and praise, And play - ful, lov - ing

bough and branch, or falling down in showers. The air is in a mist, I think, and scarce knows which to
mes - sages sped through the leaf-lit ways. And just beyond the wreathed aisles that end against the

be— Wheth - er all fragrance, cling-ing close, or bird - song, wild and free. And
blue, The rai - ment of the wedding - choir and priest came shi - ning through. And

count-less wedding jew - els shine, and gold - en gifts of grace; I nev - er saw such
though I saw no wedding-guest, nor groom, nor gen - tle bride, I know that ho - ly

wealth of sun in an - y sha - dy place. It seemed I heard the flutt'ring robes of
things were asked, and holy love re - plied. And something thro' the sunlight said: "Let

Cho.—There's a wed - ding in the orchard, dear, I

maidens clad in white, The clasp - ing of a thousand hands in ten - der - est de - light.
all who love be blest! The earth is wedded to the spring, and God, He knoweth best."

know it by the flowers; They're wreathed on ev'ry bough and branch, or falling down in showers.

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THE NORMAL SCHOOL QUESTION FURTHER CONSIDERED.

REPLY OF DR. MAGILL, AND OTHER PAPERS OF INTEREST.

To the Editor of *The American*.

I SHOULD begin this paper by a full acknowledgment to all who have taken part in this discussion for their kind and courteous expression of their views. I am very sure that differing as we must, sometimes even widely, in our views, and possibly unable to approach any nearer by this discussion, we shall yet each concede to the others honesty and sincerity of purpose, and a desire to arrive at a true settlement of an important educational question, entirely free from any selfish personal or professional considerations. Influenced by such motives, we shall all wish to see the *truth* prevail, rather than simply to carry any point of our own.

Let me say, in general, in the beginning, that most of the objections raised are fully answered in my lectures upon this subject, but in the necessarily limited space allowed me in the paper presented I had to state rather results than arguments or the processes of reasoning by which these results were reached. I will take up the objections made in the several papers in the order in which they were presented.

Dr. Wickersham says that I may not be aware that the plan of preparing teachers in colleges was given a fair trial in the State of Pennsylvania many years ago, backed by liberal State appropriations, and failed utterly. To substantiate this he quotes from the report of Superintendent Burrowes, made just about fifty years ago. I could certainly hardly be unacquainted with the fact that the colleges of fifty years ago did not prepare teachers in a satisfactory manner for our public schools. But it must not be forgotten that the colleges of that day were very different institutions from those now under consideration, which have gradually introduced various courses of study, with more or less of electives, and that the course in pedagogics, which, by the plan I propose is made of very great importance, was not then known in a single college in the land. But it is a serious question whether the defects pointed out by Superintendent Burrowes as existing under the old régime, do not occur in a form even more objectionable, in our present system of Normal Schools.

The Doctor would further remind me that my plan has been abandoned in every country in Europe. He mentions various European nations in which an organized system of Normal Schools exists "similar to our own." It can scarcely be unknown to him that these European schools are *professional*, and that even to prepare to teach in the primary schools of Germany a candidate must have had a three years' course in the seminaries, which he does not enter before 17, and then only after a most searching examination in the common branches. He is thus at least 20 years old before entering upon teaching in the primary grade, and has had three years of thorough instruction in the "seminaries," which are superior to our ordinary high schools. For teachers in

the secondary schools where the students are over 9 years of age, the candidate must be a graduate of the Gymnasia, or of the Realschulen, the courses of study in which are quite equal to those of our colleges in Pennsylvania, if they do not reach a higher grade. The Normal Schools in Europe are, I say, *professional*, and always pre-suppose an education obtained in the lower schools. The same thing is true, in a great measure, in our neighboring province of Canada. Surely our Normal Schools in Pennsylvania, being a mixture of primary, academic, and professional schools of a low grade ("hybrid academies," according to Prof. James), resemble such schools as these only in name.

I pass the third objection, as to the constitutional difficulty about the plan proposed, with the remark that such difficulty was by no means lost sight of, but that when the people come to see this subject in its true light they will be ready to make such a change in the Constitution as may be required. The mistake made in our new Constitution, indorsing and emphasizing the divorce between moral and religious and secular instruction, which is already bearing such bitter fruit, will be promptly corrected when men learn to dwell more upon resemblances in essentials, and less upon differences in non-essentials, in the various forms of religious belief.

The answer to the fourth objection, as to the cost of a college education, and the pitiful sum received for teaching, is twofold. First, the cost of a college education is greatly overestimated when it is said to be about $4000. This sum is made to include a preparation for college, but such preparation is necessary even for teachers under the present plan, for surely our learned ex-Superintendent would not contend that the education of teachers should be less than is required for *entering* college in some one of the courses pursued, classical, literary, or scientific. It must be borne in mind that we do not claim that a *classical* education is necessary for all teachers, but that they should receive the amount of training implied by the completion of some one of the various courses now furnished. The actual cost of a four years' course of study in the colleges of the State, through the aid of munificent endowments of wealthy friends of education, is now so much reduced that, with but slight assistance from the State, this education is brought within the reach of all. Let me illustrate: The actual cost of a four years' course, covering education, use of books and apparatus, and all necessary expenses of living—as reported within the past week by fourteen of our colleges direct—is as follows: highest, $2000 for the four years; lowest, $484 for the four years; average of the fourteen colleges, $841.57, or $210.39 a year. The cost of a college education in Pennsylvania is thus seen to be but little more than *one-fifth* the amount named by Dr. Wickersham.

With reference to the pitiful sum obtained by teachers, it is lamentably true, and among twenty-nine of our States and Territories Pennsylvania stands twenty-first on the list in the matter of salaries paid to the teachers of our public schools. But the remedy for this sad state of things is involved in the plan proposed, for when teachers are more thoroughly prepared for their work their services will command and receive the compensation which they deserve, and it will be equal to that which is received by the same talent in any of the learned professions. The necessity for this complete preparation is admitted practically by the Doctor himself when he says: "There is as much need of preparation on the part of the teacher as there is on the part of the doctor, lawyer, clergyman, or engineer."

The fifth objection, that "the 3771 students in our Normal Schools, if taught together in our colleges with about half that number of college students, would compel the colleges to lay aside their aims and methods, and change their entire character," is disposed of as follows:

The 3771 students referred to include the students of the Normal Schools of all grades, the kindergarten or primary, the academic students, and the Normal students proper, while the last are alone really studying the profession of teaching. These only would have to be provided for in our colleges, as they surely could not admit the academic and kindergarten students without "changing their entire character!" Now this class of Normal students proper is, in our State, but a small portion of those reckoned as students in the Normal Schools. As for the feasibility of combining a college and a Normal School, I agree with the Doctor entirely, if the Normal School is to be conducted as those schools are usually conducted in our country; but if, on the contrary, the Normal part of the work be covered, as it should be, by the instruction of an able professor of pedagogics, who, as part of his instruction to his classes, directs them to the excellent instruction of their various professors in the class-room, the combination proposed becomes easy and

practicable. Teachers thus trained, and properly directed to the development of their own individual powers and taught proper self-dependence from the beginning, may not perform certain processes connected with class-room work with the same rapidity of execution, but their instruction has about it a freshness and originality far better qualified to develop mind and character. As for the "model school" so called—which is generally, by a *lucus a non lucendo*, thus named because it should not be imitated—and "teaching under direction," I venture to pronounce them usually destructive to the interests of the children taught, profitless to those who are supposed to be thus preparing to teach, and among the fallacies in the educational system which have nearly run their course in the present generation.

The views of Dr. MacAlister, as expressed in his paper, seem to be, in the main, much in accord with my own. His first objection is that the plan is a serious departure from the essential principles upon which the public education is founded. This is certainly true, and it has been fully answered in considering the third, or constitutional, objection of Dr. Wickersham. As for "waiting until the professorships of pedagogics commend themselves generally to the public favor," this time is not likely to be hastened by the present attitude of the State, which makes Normal diplomas of value to teachers in securing positions, but entirely ignores college diplomas for such purpose, even if combined with full certificates of proficiency from a professor of pedagogics. That wealthy men and women have liberally endowed the colleges, and are thus giving almost free instruction in the higher education, without cost to the State, does not seem to be a good reason for the State's waiting for like benefactions to crown her system of public schools by endowing the professorships of pedagogics.

The second objection urged is that the plan proposed "aims too high, and that it is therefore impracticable." The Doctor would require a good high-school education as an essential to entering a Normal School, instead of a college course. But this course, although greatly in advance of our present practice, places our system far below those of Europe and of Canada, and the plan which I propose is less in advance of their systems, and would place our country no more in the van in our educational institutions, than we already claim to be—and most justly—in our political institutions. With reference to the question raised whether the State should undertake the academic training of teachers, I certainly think that it should thus train them, in common with all other classes who desire it, in a well-organized system of high schools, such as are already established in many States, and the want of which is a serious break in continuity in the educational system of this Commonwealth. From such schools all aspiring to become teachers could pass at once into the colleges, and by the aid of the State complete, at moderate expense, their preparation for one of the most important, and which should be among the highest and best paid, of all the professions.

The Doctor's third objection, in regard to the uncertain tenure and small compensation of teachers, I have already alluded to. I may, however, add that prices and values usually adjust themselves properly; and that the small salaries now paid to teachers are due to their imperfect preparation, and the ease with which the profession is entered.

Prof. James thinks "the aim of the plan too high, and therefore impracticable." He says: "No country in the world has begun even to approximate to any such state of things, and I do not believe that any of them will be able to do so in your lifetime or mine." Now, when we consider the grade of our colleges, and remember how nearly they correspond with the gymnasia of Germany and the Lycées of France, in the last years of their long and thorough courses, we shall see that the plan proposed only differs in requiring for the *primary grade* the same amount of preparation as for those more advanced. And if we take this stand, and carry it out, we shall be, as I have already said, no more in advance of other nations in our educational than we confessedly are in our political institutions. It may be visionary, but I believe the time will come when it will be considered as irrational to employ imperfectly-prepared teachers for our youngest children, as it would be to require no diploma of a physician, because he is to be employed only for the children of the family! It would seem that the *old*, whose lives are of less value, should be rather intrusted to inexperienced hands! What Prof. James therefore thinks desirable for the proper preparation of the teachers of our high schools and our colleges I would aim to secure for teachers of all grades.

Prof. Thompson, while agreeing that the plan proposed is desirable, and that "the colleges of the State, with the addition of adequate teaching in pedagogics, could do much better work, at a less cost, if they and

the State could come to an agreement about it," still sees some difficulties in the way. The first of these is not referred to by the other critics. It is that *women*, who must constitute the body of all our teachers, are not admitted to colleges on equal terms. The Professor does me honor overmuch in saying that I am "at the head of the only college the State which does its duty to both sexes." I have, within the past week, received reports from fourteen of our colleges upon this point: *nine* of them admit women on equal conditions with men; two others would "probably" do so if a professorship of pedagogics was established by the State; one "might" admit them; one is "uncertain," and but two report that they could not consider the proposition. One of these is a Catholic college, and the other has obligations to a neighboring school for women which would prevent. Thus, this objection of Prof. Thompson's, instead of being a difficulty, is a strong argument for the plan proposed, as it would aid in securing justice to women in our colleges.

The Professor's second objection, that the graduates of our grammar schools could not enter the colleges, and that we have no schools intermediate between these and the colleges, has been answered in considering the second objection of Dr. MacAlister; and the third objection, as to the constitutional difficulty, has been answered in considering the same objection made by Dr. Wickersham.

The others who have appeared in this discussion, and have offered criticisms upon any part of the plan proposed, are L. Clarke Davis and Dr. Edward Brooks. The views of the former almost entirely coincide with my own, but he refers to the manifest "absurdity of assuming that large numbers of young men and young women could be induced to expend $4,000, and years of hard work, to fit themselves to earn, in teaching primary schools, the pitiful sum of from $200 to $300 a year." This has been fully answered in considering the fourth objection of Dr. Wickersham.

Dr. Brooks does not make specific objections to any part of the plan offered, but attempts to set it wholly aside by asserting that the Normal Schools are adapted to the preparation of teachers, that the colleges are not, and that we need a Normal College or University to crown the system of Normal Schools. To establish these points, he goes over the course supposed to be given in the Normal Schools. This is substantially the course given by the academies of the past, which the State-aided Normal Schools have crowded out. If such academies are to be conducted at the expense of the State, they should be located in every county, and within easy reach of all the citizens. The doctor cannot claim that they are professional schools, in any proper sense, and he is forced to admit that "a higher range of scholarship might be desirable." But he falls back upon the commonly-received notion that for schools of lower grades, like our ordinary public schools, the Normal School course, containing much more than is taught in these schools, gives sufficient training and scholarship. But the whole spirit of the plan, as has been fully developed in this discussion, is to *elevate*, and not to attempt to *adapt* the preparation of teachers to the low standard which exists to-day, so far inferior to that of the European nations to which allusion is so often made.

As for the Normal College or University scheme (I protest against the desecration of the name "University" by applying it to many schools of every grade), I admit the great necessity for something of the kind in the present status of our educational system, but it will be wholly unnecessary when public sentiment has reached that point where it will demand the same training of all teachers, which, in the language of Dr. Wickersham, it now demands of "doctors, lawyers, clergymen, and engineers."

In conclusion, I trust that a careful examination of such considerations as have been presented in this discussion will, in the course of a few years, induce our legislators to correct the glaring defects and omissions of our present educational system, and to make of it one complete and consistent whole, including kindergarten, primary, intermediate or grammar, and high schools, and for *all teachers*, crowning the whole by a thorough course of professional training in pedagogics, at the close of a full college course in one of the lines of study presented in the colleges—classical, literary or scientific. Then, and not till then, may we hope to see the occupation of the teacher take equal rank, and receive equal honors and equal emoluments, with those of any of the other learned professions.

EDWARD H. MAGILL,

President of Swarthmore College, Delaware Co., Pa.

To the Editor of *The School Journal:*

Although it might seem that President Magill's plan for supplying our public schools with teachers had been sufficiently discussed by Dr. Wickersham and others,

there are a few points in connection with this remarkable scheme that do not yet seem to have been brought out. He proposes that after a fixed date, say 1895, or perhaps 1900, as he is not "over sanguine," no teacher should be employed in any of our public schools who is not a graduate of some college.

The official school reports of Pennsylvania show that there were last year 25,586 teachers in the public schools of the State, and the same reports show, from the statements of the colleges themselves, that from the foundation of the University of Pennsylvania in 1751 down to the present time, all the colleges in the State together have sent out but about 12,500 graduates. It seems then that if we take all our college graduates, from the ministry, from the bar, from medicine, from the college faculties, and all private schools, from every sphere of public and private life, nay, if we rob the very graves of thousands of their honored dead, we shall then have not quite *half* enough teachers for our public schools now. But perhaps President Magill expects this deficiency to be made up during the next fourteen years? These reports show that during the past fourteen years the number of teachers in the public schools of the State has increased by 6218, and in the same time the colleges have graduated about 3600 students.

Again, more than 2500 *new* teachers are now needed in our public schools every year, and last year all the colleges of the State sent forth some 450 graduates. So that even granting the impossible supposition that the schools could once be supplied with college graduates, the annual demand for new teachers would be more than five times as great as all our colleges could furnish, if they graduated none but teachers. And although I regret the fact as sincerely as any one, it is perfectly evident that the proportion of college graduates in the State and country is growing less every year.

The average salary of the 8795 male teachers outside of Philadelphia (which has a separate school system from that of the rest of the State, and will not be taken into account in these statements), was last year $273.65, and of the 14,508 females, $208.70, the combined average being $233.21. And these salaries are considerably above those paid in the great majority of our country schools, for the higher salaries paid in Pittsburgh, Allegheny, Scranton, and other towns and cities, as well as in the wealthier counties, are averaged in the above figures. Last year 11,126 teachers, almost half of the whole number, taught an annual school term of six months or less, and their average pay for their year's work was $153.16; 2291 teachers taught the school year for less than $125, and 783 taught for less than $100. President Magill must expect these figures to be handsomely increased before 1900. I certainly hope they may, but I am not "over sanguine" about it when I find that the salaries of the male teachers have decreased nine per cent, and those of the female teachers have decreased eight per cent. in the past fifteen years.

Delaware county now has the longest school terms and pays her teachers the best salaries in the State. Her average school term last year was 9.35 months, and the average salary of her teachers was $401.02. To pay this salary to each teacher in the State would make the average tax for schools alone over the State 1½ per cent., in certain whole counties it would be 2½ per cent., and in many townships it would be 4 and 5 per cent. And yet would this salary induce the graduates of our colleges to teach our public schools? Let us see. Swarthmore College, of which Dr. Magill has been President since 1871, is in the heart of Delaware county. The college has been in operation since 1869. For some ten years it has had a department of pedagogy, it has graduated more than 150 students, and in all these years and of all these graduates, *one only has taught in the public schools of this county, and that one for but a short time.* In view of these facts it is rather difficult to estimate what salaries would secure college graduates for all our schools, but it seems reasonably certain that if President Magill's plan were carried out, the tax-payers of this Commonwealth would hail Henry George's proposal that the State should confiscate all the land, as a veritable godsend!

The plan contemplates the appropriation of $70,000 per year by the State "to open free and partially free scholarships for all who are preparing to teach." As has been stated, at present more than 2500 new teachers must enter our schools every year. By the year 1900 these fresh recruits will certainly exceed 3000 per year. To prepare for and to pass through college will add at lest six years to the course of studies in our public schools' and we should therefore always have not less than 18,000 persons in our higher schools preparing to teach. *The above appropriation would give each of these almost $4 per year.* Has President Magill calculated how far this would go towards paying the $450 of annual college charges at Swarthmore?

It is further provided that $20,000 per year shall be distributed among ten of the colleges of the State in order to endow chairs of pedagogy therein. Without noticing the trifling objection that the State Constitution absolutely forbids any appropriation by the State to any "denominational or sectarian institution," it strikes me that such chairs of pedagogy in our colleges are very desirable. While there is no possibility of their directly affecting the great mass of public school teachers, they could do a great work in the preparation of teachers for high schools and academies. And it is not impossible that they might effect a change for the better in some college recitation rooms, for it is a fact which President Magill knows as well as I, and regrets no more, that the very poorest teaching done anywhere is done in some of our college recitation rooms, and those too in the oldest and most famous colleges in the country.

We all know that in preparation for college and in entrance examinations, special stress is put upon preparation in the classics, and that the elementary English branches are comparatively neglected. There are few colleges, indeed, that exact a thorough knowledge of the common branches for admission, and in college no attention at all is given to them. I appreciate the great value of a college course, and I have, I believe, been instrumental in sending to college a number of young men and women who otherwise would never have gone there. I well know that if to a thorough knowledge of the common branches and of the best methods of teaching and of school management, we add the knowledge and culture only to be got from a college course, we shall have the best possible preparation to begin teaching. But so long as our colleges ignore the first and most essential of these requirements, while their graduates may be fully prepared for the work which they are expected to do, may make the best teachers to prepare students for college, may be best prepared for the theological, law, or medical school, they are not as a rule prepared to teach successfully in our public schools. A strong article in a recent number of *The Pennsylvania School Journal*, of which the State Superintendent is editor, has already called attention to the lack of knowledge of the common branches of an English education on the part of college students and graduates. I will only add the assertion, made with entire confidence and as the result of reasonably wide experience and observation, that not one-half of the young men and women that graduated last year from the colleges of Pennsylvania, or the United States either, could pass the examination in the county above referred to (Delaware) for the lowest grade of teacher's certificate, and the Superintendent and examiner in that county is a graduate of one of the best colleges in Pennsylvania.

President Magill argues further that the denominational character of the colleges of the State is no objection to his scheme, because religion as well as morality ought to be taught in our public schools, and that the religious instruction given in our colleges should be extended to all our public schools. And he claims that the decrease of culture in the country is due to the fact that religion and morality are not thus taught in our public schools. Character is unquestionably more important than knowledge or culture, and should be carefully cultivated in every school, but it must be done without bringing religious instruction into the school. I too believe that morality can best be taught through religion, but there are *some* other educational agencies than the public schools in this country, and to the family and the church religion must be left. To suppose that this free people will ever suffer religion to be distinctly taught in the public schools is absurd. We are getting farther away from the possibility of that every year. And it strikes people generally that if the conduct of college students, as so frequently exhibited to all who live in the vicinity of most of our colleges, and as chronicled to the rest of us in the papers, is the result of the religious instruction in those colleges, the country is not in this respect greatly the loser from the fact that President Magill's plan for extending this to all of our schools stands no chance of adoption.

With President Magill's views upon the co-education of the sexes, the Normal Schools are in hearty accord. All of them have been co-educational schools from their beginning, and by demonstrating its advantages to so many thousands of students from every part of the State, they have done at least as much as any other agency in Pennsylvania to promote this reform.

In view, then, of what has been said on this subject by Dr. Wickersham and the rest of us, it would seem that if the present Normal School system of Pennsylvania—with its schools organized under laws not in all respects the wisest, but for which no man now, or ever, connected with the schools was responsible; never supported by the State as such schools should be supported; and preparing their students for a profession so

poorly paid—be inferior to this new plan, then the age of miracles has surely come again, when such a system has been "one of the most important factors in bringing our schools up to what they are now," and President Magill never said a truer word than "that they have done so well reflects great credit upon their managers."

G. M. PHILIPS,

Principal State Normal School, West Chester, Pa.

To the Editor of *The School Journal:*

In a recent article you say that the *College education* and that of the *Normal Schools* are so different that they cannot be compared. It may be so, though I cannot see it at all. I have been a public-school teacher, a Normal student, graduate, and professor, and think I know a little of their work. Let us call up a few points:

1. A first requisite of a teacher *is the possession of knowledge.* Of what value are loudest methods with teachers with empty heads? The Normal school men themselves say their courses are too short. Prof. Philips says "Two years is certainly a fair average for the time Normal graduates spend in the Normal schools." Dr. Shaub says recently, "The course is entirely too short." Dr. Edw. Brooks says very recently, "The tendency is to lower the standard" referring to our Normal schools. I have known students to go to the schools and graduate in a *single year.* I have known students to *absolutely fail in at least three branches* and yet to receive Normal diplomas. In my own case, I was graduated *in absolute ignorance of at least two required branches.* I use the word absolute in its fullest and broadest sense. Narrow as the Normal courses are, *very few of the pupils graduate,* or complete the full course. A low standard in the teacher begets a low standard in the pupil, and to these low standards of intellectual qualifications I attribute much of the imperfect work done in our public schools. I may be wrong, but to me, the work done is impractical, unsatisfactory, and not what the State needs to make good citizens, the object for which the State established public schools. I quote from the Philadelphia *Press* in a recent number, to establish my position:

A keen business man, of wide experience in many kinds of work, says: "The trouble with three-fourths of the young men and girls who learn shorthand and type-writing is, they don't know anything. They expect to get along by knowing their one branch and nothing else, and it is no use. You get a clever girl at a typewriter—one who can rattle off eighty words of the Declaration of Independence a minute, or Longfellow's Psalm of Life, or anything she knows by heart—and set her down to write a business letter from dictation, and she has to stop and turn her machine up every three lines to see if she has spelled a word right. It puts one out, and makes the mail late. Or she lets it go with a blunder that would disgrace an infant scholar, and there isn't time to write it over. Sometimes the whole batch of a morning has to be done over."

2. It is the common idea, and you bring it out in your editorial, that the Normal students *are in the Normal School taught how to handle their future schools.* This, I have always held, is not done, cannot be done. In all my Institute work, I have held that the only place to learn methods is in the school-room of the live teacher, and I have urged young teachers to visit good teachers and learn their methods.

To recite my own experience, I do not remember a *single method which I learned in the Normal School which I put into operation as a teacher.* In almost every class we were assigned lessons and simply stood up and recited them. In the sciences I was taught from the text-book, and was never brought face to face with natural objects. My course was a *perpetual cram* for the final examination, and not the study of methods.

The Model School practice I considered of no value whatever, and in this I am not alone among educators. I know that it did me no good. Even Normal principals teach that methods can only be learned in the school-room. It is well known that the former principal of the first Normal School of Pennsylvania *would recommend none of his graduates as teachers until they had actually taught a year in the public schools.* He did not think they could learn to teach in the Normal, but in the school-room. You say this is not right. I say it cannot be avoided. A few days ago I met a successful teacher and a hard student who spent at least three years in one of our Normal Schools, but who taught a year before he graduated, and he told me that he thought he learned more in that single year than in *all the years* in the Normal School.

I mention all these things, because, if methods are learned from the teacher, then the pupil in the academy or in the college, has the same chances as the Normal student to learn how to teach. Both must learn the business in the school-room, and to a considerable extent at the expense of the pupils. I do not believe it can be avoided.

And finally, Mr. Editor, there have been, and are to-day in the Pennsylvania State

Normal schools, some of the poorest teachers in the State. I think no one will deny this. It has been the custom, and still is, to employ young men just out of college to be teachers in these schools without a knowledge of elementary methods—then how can they teach their pupils?* The truth is, our Pennsylvania State Normal Schools are "boarding-schools" and are not training schools, as they should be, and moreover, with their low standards are doing the cause of sound education in the State a great harm.

G. G. GROFF.

Professor Bucknell University, Lewisburg, Union Co., Pa.

To the Editor of *The School Journal:*

As Prof. Groff is a graduate of this school, it seems necessary for me to say something with reference to the above communication.

His objection to the Normal Schools on account of an alleged low standard of scholarship, I have already answered in the *American* of March 19. It is his second point, that the Normal Schools do nothing to prepare their students for teaching, except to give them an academic education, that I desire to notice. Prof. Groff was a member of the class of 1874, the first class that graduated here. Prof. Geo. L. Maris was then, and until 1881, principal of the school. Prof. Maris took charge of the school in the spring of 1873; he found its numbers and its income both very small. He had really to organize it anew as a Normal School. The Model School was started during Prof. Groff's senior year, with that well-known training teacher, Miss Mary E. Speakman, as its principal. How much instruction in Methods of Teaching and School Management was then given, I do not know. Of course, Prof. Maris had many difficulties to contend with, but I believe he did the best he could, and I know he worked very hard to improve the school. He can answer for himself if he thinks it worth while to do so. But it is probably more to the point to know what we are doing now in the way of preparing our students for the school-room.

Up to the senior year the preparation for teaching consists in constant instruction in School Management, or methods of teaching the common branches. The teacher in charge of this work, besides graduating here and having been a very successful teacher in the public schools and other schools, has made a special study of pedagogy, having studied under Prof. Wm. H. Payne, of Michigan University, and others. In this work we use the best text-books on these subjects that we can find, supplementing them with standard works on teaching, educational journals, and the publications of the Bureau of Education, some of which we get in large quantities and supply the classes with them for use while here. All of this is in addition to the valuable knowledge of methods of teaching and class management learned in reciting the various branches to superior teachers.

In the senior year Mental Philosophy with special reference to teaching is carefully studied (Sully's text-book being the basis) for 28 weeks. The History of Education is studied and recited daily for the remainder of the year. In addition to this each senior must buy for himself a set of books on pedagogy, a week's reading is assigned in one of these, and notes and extracts of the reading must be made every week. Each Friday a recitation period is given up to quizzing the class upon the reading of the past week and to discussing it. The note-books are also frequently examined, and will be submitted to the State Board of Examiners. So far this year Page's Theory and Practice of Teaching, Rousseau's Émile, and Payne's Contributions to Education, have been gone over in this careful way. Hereafter each senior class will read in this way not less than six of the best books on teaching and school management.

In our Model School we have three first-class teachers, who have all had Normal training and much successful experience in teaching. All of the classes of the Model School are divided up among the three regular teachers, who give their whole time to this school. The senior class has twenty members, it is divided into fifteen sections, ten of these sections containing one senior, five containing two each. Soon after the beginning of the year these sections are all divided up among fifteen of the classes of the Model School. For the first three days of the week the senior watches the regular teacher teach and manage the class, and for the next two days the senior takes the class. The next week the regular teacher takes the class for two days and the senior for three, the regular teacher being always present while the senior teaches. After the recitation the teacher criticizes the senior in private and makes suggestions for the preparation and teaching of the next lesson. At the end of two weeks all of the sections change.

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* I was told within a few weeks, that one of the Pennsylvania Normals which stands highest in reputation, had employed a professor who knew *absolutely nothing of teaching*. My information came from a professor in the school.

This work is kept up through substantially the whole year, and every senior gets individual instruction and practice in teaching all of the common branches, and in the different grades of each. In addition to this, one of these teachers, who has been trained in the most renowned training-school in this country, and who has had long and successful experience in the best schools in New York and Minnesota, meets the whole class every week to instruct them in the best methods of instruction, this being taken down in note-books and put into practice at once.

All of this is being done here now, and most of it has been done ever since I have been in charge of the school, and was done before I came here. In view of these facts, will even Prof. Groff say that the professional training here amounts to nothing? That a college professor in these days should assert that no preparation can be made for teaching before entering the school-room is, to say the least, astonishing. It is true that nothing can altogether take the place of the experience in one's own school, just as in medicine nothing can take the place of the experience of actual practice, and one might just as well assert that all the training of Medical Schools is useless as to assert that all preparation for teaching is of no value. And professing such views on this subject as he does, it is not easy to understand why he advocates that "Every college in the State should have a professor of pedagogy."

And when Prof. Groff would finally have us believe that the State Normal Schools do the poorest teaching in the State, I confess that I cannot understand how they can have any students at all. It is not their cheapness, for other schools, the Muncy Normal School for instance, furnish education at "a very much less cost." It is not to get the State diploma, for "not one-twentieth of the State students finish their courses." And now the only other adequate reason that I can think of is swept away. And then, too, during the present month Prof. Groff said to me, "Nowadays students will not go to a school that is not first-class," and, as I presume he will not deny that students *do* go to these schools, and in large numbers too, I am totally at a loss to understand how these students can be there and the schools therefore be "first-class," when they do the poorest teaching in the State.

As to the foot-note, since no professor has been employed here since I came here in 1881, except such as were not only well educated for their work and had had successful experience in teaching—unless it was one young man who after acquiring a good education in this country had gone to Europe, spent seven years in study in Germany and France, graduating at one of the best German colleges, who immediately upon his return to America was engaged to teach German and French here, and as would be expected, proved to be an excellent teacher—I am regretfully forced to conclude that Prof. Groff's alma mater does not in his opinion stand "highest in reputation" among the Pennsylvania Normal Schools.

G. M. PHILIPS,

Principal State Normal School, West Chester, Pa.

To the Editor of *The School Journal*:

It is of little public interest to know what was true when Dr. Groff was a Normal School student, evidently many years ago; it is of great interest to know what is true of the Pennsylvania State Normal Schools to-day. The fire now directed against them is concentrated upon three points:

1. *The present management of these schools is assailed. The course of study, the way it is pursued, and its effects, are boldly condemned.*

That the course of study is too short to be an ideal course, too short to do what all Normal School men would like to see done, is true. That it is too short to meet the present exigency, to supply teachers for the 20,000 schools, many of them paying less than living salaries, is not true. If the course were higher, the great body of these schools could never even hope to have the services of Normal School graduates. It is as high as the present good of the public schools will permit it to be, and it will be raised as fast as the interests of the public schools will be served thereby. The truth is, it is better now to give all the schools the benefit of teachers who have taken a short course with special stress laid upon the Science and Art of Teaching, than to require these schools to accept teachers who have pursued but the earlier part of a longer course, with but little or no instruction in said science and art.

While it is true that the course is short, embracing but the elements of a few subjects beyond what are known as the common branches, the schools aim to teach these in the best possible way. The effect of this thorough work has been to awaken such a thirst, that this school (Bloomsburg), though aiming primarily to prepare teachers for the public schools, is represented to-day by students in Wellesley, Vassar, Williams, Mt. Holyoke, Princeton, Dickinson, and Lafay-

ette Colleges, in one instance having six representatives in one class, and being represented in each of the other three classes.

The final examination is conducted almost entirely in writing and consumes the greater part of the week, sometimes including three sessions a day. The examiners are professionals, disinterested, and strangers to the candidates. A man may as well shut his eyes at high noon and deny the light of day as to deny the thoroughness of these tests. These schools are to-day directed by college men, under a Superintendent who is a college man; the classes are examined by county superintendents, many of whom are college men. The charges in the light of these facts become absurd, and the attempt to get up an antagonism between these schools and the colleges, like the criticism from the same source upon the school-houses of Tennessee, is at least ten years too late, and doomed to failure.

2. *The Pennsylvania Normal School System is assailed.*

A knowledge of the men who planned this system—taken altogether probably without its superior among the Normal School systems in this country—and of the times out of which it grew, should have compelled a second thought in one about to indulge in sweeping condemnation. But, aside from this, statistics do not support the objection that there are too many. More than twenty-three thousand teachers labor in the public schools. Allowing four years to be the average of service, five thousand are new every year. One-tenth of these cannot be supplied by the schools now existing. The critic himself tells us there are large Normal Schools flourishing without State aid, in addition to all provided for by law. Either there are too many or else the one cited thrives under circumstances not to be reproduced generally with advantage.

The critic objects to the limited appropriations now granted. He sits in the chair of an endowed institution, and is well aware that higher courses of study, such as he would have in Normal Schools, cannot be sustained long by tuition fees. Two sources of support have been found: one, endowment, the benefits of which our critic enjoys; the other, State aid, which is now supplied to Normal Schools by *thirty-four* States of the Union and two Territories. This latter is the only means that has been found to furnish a steady supply of teachers. It is hardly necessary to add that appropriations here are limited to payment secured by mortgage upon real estate, while in New York the salaries of the corps of teachers are drawn from the State treasury.

3. *All Normal Schools are assailed.*

The critic's second letter is of great importance, because it reveals his real position. Cousin, in speaking of Normal Schools, says, "It must be laid down as a principle that every department in France *must* have such a school." Horace Mann says: "I believe Normal Schools to be a new instrumentality in the advancement of the race. I believe that, without them, free schools would be shorn of their strength and their healing power, and would at length become mere charity schools. Neither the art of printing, nor trial by jury, nor a free press, nor free suffrage, can long exist to any beneficial and salutary purpose without schools for the training of teachers. Coiled up in the Normal School as in a spring, there is a vigor whose uncoiling may wheel the spheres."

But our critic says, "The only place to learn methods is in the school-room of the live teacher. . . . The pupil in the academy or in the college has the same chance as the Normal student to learn how to teach." "The Model School work I consider of no value whatever" He would abolish all Normal Schools, and substitute the "school room of the live teacher."

We had that fifty years ago, and it did not answer. I imagine our thousands of teachers blindly attempting to imitate the methods employed by genius! A more pernicious doctrine has not lately been promulgated. Our critic is destructive, and would be dangerous were it not that, like Slaymaker's bull charging upon a coming train, he dashes himself against the judgment of the majority of those directing the education of Europe and of America. He attacks an opinion that has been gaining momentum through two centuries, until it has found expression in about nine hundred schools in Europe and European colonies, and, within the past thirty years, in more than two hundred and fifty in the United States. While we admire his boldness, we wonder at his folly.

D. J. WALLER, JR.

Principal State Normal School, Bloomsburg, Pa.

To the Editor of *The School Journal:*

The Normal Schools of this State have been the subject of very unfair and unjust criticism ever since the inauguration of the system, but have prospered with it all; showing clearly that they have met a popular demand in the State, and that their work is appreciated by a discriminating and intelligent public.

The charge has been made that, in the appropriations granted by the State to these institutions, they have been given an unfair advantage over the college system of our Commonwealth. We would say in answer to this indictment that if the colleges, which are private in their character, will yield up their private donations, the Normal Schools, which are public in their character, will yield up their public gifts. We will then enter the field of patronage in the State and see which will survive the longer. No nobler institutions grace the State of Pennsylvania than those whose purpose it is to fit the minds and hearts of the young men and women who are to become the trainers of the youth of the Commonwealth for their great work in life. Next to the parent's comes the teacher's influence in moulding the character and determining the destiny of the sons and daughters of the State. Were an appeal made to the patriotism and benevolence of the wealthy sons of Pennsylvania, the private purses of her citizens would supply the aid the enemies of the Normal Schools would refuse them from the treasury of the State. The men engaged in the Normal School work are in dead earnest, and many of them have consecrated their lives to the work of preserving the State and lifting up her citizens through the instrumentality of the public schools. The denial of support from the State, while it would for the time baffle the progress of the Normal Schools, would not in any degree abate the energies of those engaged in this department of school work. The Normal School has become a fixed institution in connection with the public school work of the State, and those who cavil at and misrepresent it simply arouse its friends and awaken latent energies in its support.

As to the specific charges of Dr. G. G. Groff against the Normal Schools of Pennsylvania:

1. "*The course of study is entirely too short.*"—This might appear to be true if we compare the Normal course with the usual college course. But what intimate relation of purpose does the Normal School sustain to the college, that the length of its course of study must be made to conform to that of the college? They are distinct and separate in aim, growing out of different conditions and necessities. From the date of the inauguration of the public school system, the inauguration of the Normal School was only a question of time and never of uncertainty. The special sphere of the college is the educating of men for the professions of theology and law, and to that purpose their course of study is adapted. The special sphere of the Normal School is the educating of men and women for the profession of teaching in the *public schools*.

Now, permit me to state the special work which Normal School graduates are expected to do, their tenure of office, and the remuneration they receive for their work. There are necessary conditions which enter into the choice of a life-work, and they determine the amount of time and money to be given in the preparation for the work. 1. Their work is teaching in the public schools, and three-fourths of the instruction to be given is in the common branches. 2. The average school term is about seven months. 3. The average salary is less than $300 per year.

Let us consider the work of Normal graduates in connection with the *preparation necessary* for the work. Is it necessary for a man to take a college course to fit him for teaching the ordinary public school? Should all of man's preparation for a life-work be in the line of that work, or should part of it be away from that line? When you educate a man for college work in teaching, is he likely to be contented or to meet with success in common school work? Is a man, for example, who has been engaged for years in an effort to comprehend the higher mathematics, likely to have much taste for the teaching of common school arithmetic, or even the elements of algebra? Is the man who has spent six years in the study of Latin and Greek, likely to find much pleasure in giving a class of primary pupils their first lessons in language? I ask these questions not for the purpose of discouraging liberal culture in the higher departments of knowledge, but simply to show that, as a rule, that preparation is in part wasted which educates a man away from his calling, and destroys his taste for its labor.

A gentleman well qualified to judge, said to the writer some time ago, "I have ceased employing teachers for elementary work on their reputation for scholarship. I find their interest in elementary work decreases in proportion to the amount of time they have spent in fitting themselves for teaching in the higher departments of school work." The work of these Normal graduates is not only elementary in its character, but their contracts are made for only a single term of perhaps seven months, and a salary of less than $300. Can a teacher, therefore, with a fair common school education, afford to spend more than two years in preparing

himself for a work in which the tenure of office is so uncertain and the compensation so meagre?

Those opposed to Normal Schools will say, that: "The Normal graduates obtain the better positions in the States." This is only true of those who have had experience in the work, and their rapid promotion from the lower grades, is only another evidence of the skill and faithfulness of those directing their training. The vast majority of Normal graduates begin with the ordinary public school, and are only promoted when they deserve it.

It should be the spirit of Normal School work to lead the graduates of these schools to look upon each department of public school work as being equally honorable with any other. The little cross-roads school has as strong a claim upon the State for a good teacher as the city high school. It would be a proud day for the Commonwealth of Pennsylvania if every public school within its borders was taught by a teacher possessing the qualifications of the average Normal School graduate. A course of study made so extensive that those who complete it could not afford to teach in the lower grades of public schools, would be a calamity not only to the schools of the State, but also to the Normal Schools themselves. I repeat, two years is long enough for the young man or young woman who has a fair knowledge of the common branches to spend in completing a course of study in order that he or she may be fitted as a teacher in the ordinary common school. We need to multiply the number of Normal School graduates, more than to extend the course of study.

2. "*The courses of instruction are not liberal.*" Dr. Groff makes this statement and then proceeds with a line of argument which, if it proves anything, proves the course of instruction to be *too* liberal. He says that the last year is a "perpetual cram." Why, then make the courses of instruction more extensive, if their present extension results in such disaster to the student? The proper thing to do under the circumstances would be to curtail the number of branches, or attempt to teach less of each branch. The Doctor is evidently not up on the history of Normal Schools, or he would not have made the statement that this "perpetual cram the last year is on the common branches." The senior year as now arranged does not include any of the common branches.

3. "*These schools have discouraged liberal education.*"—In defence of this position he says: "The course pursued by the Normal Schools breaks down any spirit of inquiry, and desire to go beyond into new fields of investigation." This position is illogical and unscientific. The way to encourage and stimulate inquiry is to bring to the student's attention some of the hidden mysteries of knowledge, and, if the spirit of inquiry be in him, he will desire to explore new fields. No law of human nature is more certain than that gratification increases desire. The Normal courses of instruction are intended to open up to the student the elements of the various departments of knowledge, and this, if properly done, must lead students to make further research. Instead of "breaking down the spirit of inquiry," the effect of Normal School instruction is to stimulate and develop it.

Dr. Groff says: "Comparatively few Normal graduates go to college." I do not see in that statement any argument against the Normal School system. The State does not educate them to go to college; it educates them to teach. If their intention in going to college is to fit them more fully for the profession of teaching, the State would be the gainer, but in ninety-nine cases out of a hundred they never enter the public school work again, and the State loses in this way the services of many excellent teachers. Every man, however, is entitled to make his own selection of his life-work, and if the Normal School graduate is drawn away from the work of teaching, by the temptations of some other calling, the State has no right to veto his plans.

4. "*They do not do the work for which they were established.*"—In answer to this statement I repeat the portion of the last report of Prof. J. F. McCreary, Principal of Cumberland Valley State Normal School, which bears upon this subject: "Our last five classes ('81–'85 inclusive) number one hundred and one; one death. Of the one hundred living, eighty-four are now in the work; of six, I have no record—some of these may have taught; and of the remaining ten, eight have, to my knowledge, taught successfully; five of these eight are not now in the work, because they are in attendance on a college course. This showing, it seems to me, ought to silence the cry that Normal graduates do not teach."

But the objection of Dr. Groff seems to be, not so much that "they do not do the work for which they were established;" but that they do *more* than that work: "They take in all the students they can gather from every source." If a parent thinks that the

Normal School is the place he would like to have his sons or daughters educated, even though they may not expect to become teachers, why should he not have the privilege, if the policy of the school is not changed by their admission? The pilgrim fathers left their homes in England in order that they might find a home where they could educate their children according to their own notions. Have we any reason to condemn the principle which actuated these God-fearing people? Do we propose to establish a principle in connection with our system of education in Pennsylvania which will deny to parents the right to select the institution which they deem best for the education of their children? The injustice of such a policy is so transparent that any one competent to deal with this question cannot fail to observe it and to shrink from its support.

5. "*Errors:*" (*a*) There are double the number of schools needed, as determined by the number of teacher-pupils present. (*b*) The boarding of the pupils in the school, and not in private families, as is done in Western Normal Schools. (*c*) The immense buildings, the law requiring such as will accommodate 300 boarding pupils."

Admitting for the sake of argument that these objections are valid, whose fault is it? Is it the fault of the ten Normal Schools, or is it the fault of the State? The responsibility for the number of Normal School districts, and the size of buildings, rests solely on the State. If the State has made a mistake, how can it be remedied? Must we infer from what Dr. Groff has said in this discussion, that *he* would advise repudiation? —that the State having compelled the stockholders of these institutions by statute to invest such large sums in buildings and accommodations, shall say to them (the stockholders), "We have made a mistake, and we now propose to sever our connection with you." The State is a law unto itself: the principles of fidelity, honesty, and the obligations of contract are not binding upon it, as they are upon individuals. Men advising such a course are fine moralists in State-craft!

(*d*) "The standard of excellence assumed being the number of pupils present, and not the quality of work done."

Dr. Groff says he was present at three of these examinations, and found them "little less than a farce." Let us look at this statement for a moment. If these charges are based on facts, they form a serious indictment against the Normal Schools of the State, but more especially against the several examining boards having charge of the examinations referred to. Who constitute the examining board? 1. The Superintendent of the Department of Public Instruction, or the Deputy State Superintendent. 2. Two Normal School Principals. 3. Two County Superintendents of the district. Four out of the five members of the board must vote for the candidate, to permit his graduation.

Let the gentleman name the men constituting the Board here referred to. Who are the men who have been guilty of degrading their high office, and making a "farce" of that which they should have conducted in seriousness? When their names are given we can then weigh their reputation for honesty and worth against the statement of Dr. Groff, and probably arrive at a very correct conclusion as to the value of the charge in question. Either Dr. Groff is mistaken, or these men merit but little the reputation they bear.

These charges of Dr. Groff in their effect, however, go beyond the committees referred to. They bear with them an inferred charge of unworthiness on the part of nearly four thousand men and women of the Commonwealth who have received the Normal School diploma. Dr. Groff says by inference to these ladies and gentlemen: "You are sailing under false colors. Your distinction in your profession has been obtained by fraud and deception." He who makes such charges ought to weigh well the force of his language.

Let us now briefly examine the remedies proposed by Dr. Groff:

1. "Every College in the State should have a Professor of Pedagogy." For what purpose? Dr. Groff says, "In all my Institute work, I have held that the only place to learn methods is the school-room of the live teacher." What is the need of a professor of Pedagogy in a college, or, indeed, in any school where teachers are being prepared, if methods are only to be learned in the "school-room of the live teacher?" Obviously what the State needs is to charter railroad trains capable of conveying the two thousand or more students who are studying methods in the several Normal Schools of the State, and have them conducted by sections into the presence of the "live teacher in the school-room." This might be a very expensive process to the State, and the "live teacher" aforesaid might object; but, if this be the only way, these slight hindrances must not be permit-

ted to stand in the way of so worthy a project. I would further say that there would be no need for the Institute lecturer under this scheme, as the argument against teaching methods in the class-room, would also hold with equal force against teaching them from the Institute platform. The County Institute will also be under the necessity of resorting to the transportation scheme, in order to make available the influence of the "live teacher" in the work of imparting methods.

The Doctor further says, "I do not remember a single method which I learned in the Normal School, which I put into operation as a teacher." This may have been the fault of the Normal School, and it may not. When a horse leaves the stall hungry it is not always because there is no hay in the rack, but sometimes because it is too high for him to reach it!

2. "Every school in the State should receive State aid in direct proportion to the number of students it teaches. This plan is universal South, and we can say of it that justice is at the foundation."

The fact of this plan being universal South, should certainly have no more weight in its favor than the fact that it is not adopted by any of the States of the North should weigh to the contrary. This last proposition, however, shows the animus of the whole business. These men who are trying to break down the Normal Schools are doing it, not in the interest of the State, but in order that they may get their hands into its treasury.

With due justice to Dr. Groff, we think he has undertaken to criticise a system of training, which, in its widest scope, he has failed to fully comprehend. No man who has witnessed the steady growth of the public school system of our State, and has observed the quickening influence upon it of the Normal School—invigorating and strengthening it at every stage of its development—will pretend to say that the State has not been repaid tenfold for every dollar which she has invested in these training schools for her teachers.

G. M. D. ECKELS,

Teacher of Pedagogics and General History in Cumberland Valley State Normal School, Shippensburg, Pa.

To the Editor of *The School Journal:*

I have had a short, pleasant acquaintance with Prof. Groff, having met him in his own class room, in teachers' institutes, and in my own school, and had come to regard him a liberally-educated gentleman, capable of appreciating the work of all classes of our schools, and rightly construing all facts bearing upon their relative merits, and I am perplexed in proportion to my admiration of the educator and man, when I read the reckless misstatement of facts, the enormous inferences and conclusions, which he has recently published concerning the Normal Schools. I very much fear he has experienced a bad dream, and has published it under the delusion that he is dealing with realities. If in his right mind—whatever the exciting cause of his hostility—I can assure him that he can find no one more anxious to remedy any and all the real defects of the Normal Schools than are those who bear the responsibilities of their control. The Normal School principals, faculties and trustees will welcome him as a co-reformer, and follow his lead, when he manifests the right spirit and methods.

Prof. Groff claims to have graduated at a State Normal School in this State, I know not what school, or when, but along with this claim he most emphatically affirms that he graduated "*in profound ignorance of two branches of the course,*" and he "*does not put into practice, as teacher, one method he learned in the Normal School.*" These unfilial thrusts at his loving mother are the "unkindest cuts of all" of his many charges. If he has stated the whole truth, he was certainly an unfaithful student when a member of the Normal School; if he misstates the facts for the sake of argument, he is certainly an ungrateful graduate. How can he escape this dilemma? I must conclude that he overstates his case for the sake of the argument; but if we allow all he claims, it proves nothing, unless it be the converse of the proposition he attempts to prove, on the principle that the exception proves the rule.

The deplorable ignorance of Prof. Groff—accepting his own statements—is a lone case in hundreds or thousands of Normal graduates. I will bring a hundred graduates who will credit their success in teaching to the instruction and training of the Normal School, for every one who will confess ignorance and lack of methods to the discredit of his Alma Mater.

The Professor further charges that "some of the poorest teachers in the State are in the State Normal Schools." It is a great pity if it is in any sense or degree true. If he knows all the poorest teachers in the Normal Schools and State at large, he is competent to judge; if not, this is only an unsupported assertion, worthless as an argument, and evidence only of spiteful antagonism to the Normal Schools. He expands his assertion by claiming that "young men just out

of college," are employed as "teachers in the Normal Schools." I think this must be a slip of the pen, as the general impression and conclusion of his whole effort seems to be to establish the superiority of College over Normal School education. I do not charge nor believe that college graduates, specially those who get positions in our Normal Schools, are "poor teachers" (it is Prof. Groff who asserts this), but I do claim that the Normal School faculties will compare favorably with the college faculties in Pennsylvania in scholarship and skill in teaching. The Professor is right in adopting the conclusion that "every college in the State should have its chair of pedagogy." They need that chair. I nominate Prof. Groff to fill it at Lewisburg.

He says "the course of studies is too short," meaning, I infer, the Elementary course of two years, forgetting that there is a four years', or Scientific course. The courses of study in this State compare favorably with the courses of Normal Schools of other States. The Elementary course embraces all the common school branches in the Junior year, and a generous one-year, or Senior course of higher related branches—a course of study, as a whole, that the Professor even will find it hard to improve by revision.

There are four or five well-defined lines of scholastic work in any and every course of study for any school. In the Normal Elementary course, after reviewing and passing the common school studies, we add to elementary mathematics a thorough course in Elementary Algebra and Plane Geometry; to the elementary language subjects we add Rhetoric, English Liturature, and four terms in Latin; to the elementary historical sciences we add Civil Government and General History; to the elements of natural science we add Natural Philosophy and Botany; and to the elements of school arts of the public school course we add Free-hand Drawing, Vocal Music, and Elocution. To these branches we add daily instruction for two years in School Management, Psychology, and History of Education, with abundant instruction in special methods, with practice and criticism of actual teaching by candidates for graduation, for, at least, half a school year by each student.

How can a more practical and liberal two years' course be devised under existing circumstances? An exclusively professional course under present conditions is a dream. A thorough scholastic course must, of necessity, go hand in hand with theory and practice of teaching, so long at least as candidates for teaching come to the Normal School with meagre and fragmentary elementary education.

Graver yet is the charge made against the examinations of Normal graduates. The length of time of examination is mainly fixed by the State Superintendent. He will answer this specification. Of the manner and thoroughness of the examinations I know something. The Professor was certainly unfortunate in his visits to three examinations, as he claims, or else he exaggerates in the perspective he draws. I have examined two or three classes yearly, as a member of State Boards, and in these thirty to forty examinations, in all but one of the ten Normal Schools, within the last fifteen years, I have seen nothing like what he describes. I am satisfied that these examinations, as a rule, are more thorough and impartial than the examinations of college graduates—and I speak from both observation and experience of college examinations. I believe that any Normal School class of graduates that I have ever examined will average in scholarship above any college class of graduates, on the studies of the Normal Course, if examined and compared by an impartial board of examiners. "Cramming" is pernicious in any school, but it is the special characteristic of college life, and is not at all a prominent feature of Normal School practice. The examination of Normal graduates precludes cramming, as it is a topical discussion of subject matter by both oral and written methods, and not a test of the mechanical memory merely by set text-book questions.

It is not true of all—I believe it is not of any—Normal Schools that they "discourage liberal education." If individuals or schools have, in any degree or instance, depreciated a college education, I am not that individual nor is this the school. For fifteen years in this State I have advocated a college education, in my Normal School catalogues, by correspondence and conversation, and on the Institute platform, and I have always had college preparatory students in my Normal Schools—having had charge of three Normal Schools. One of these Normal School graduates also graduated with first honors at Princeton, and is now an associate aditor of *Scribner's Magazine;* another graduated in the foremost rank at Harvard University and is now a professor in the Pittsburgh High School; another graduated and is now a professor in Allegheny College; and still another bright

young lawyer of this State graduated under the scholarly tuition of Prof. Groff at Lewisburg University, after taking his Normal Course—and each and all of these, and scores of others, similar cases, will testify to any one, as they uniformly have to me, that they were largely or wholly influenced to take the College course by myself, while under me in the Normal School. No, no, Prof. Groff—it will not do to charge the Normal Schools, indiscriminately, with hostility to the colleges. We are co-laborers—each helping the other. There is room for all. "Let us have peace."

Of the eight principal teachers in our Normal Faculty, six are college graduates, having the Master's degree in course. Does the Professor suppose we appreciate college education less than he, except as we are less capable of appreciation?

He attempts by bold, unsupported assertion to establish the superiority of private Normal Schools over the State Normals. I see no point in his argument, even if his assertions were facts; but a member of this Faculty once attended the school he cites, for ten weeks, at an expense of sixty-two doldollars. The same expenses for the same time in this school would amount to forty-five dollars, a balance of seventeen dollars for ten weeks in favor of this school. But the so-called private *Normal* Schools have so little in common with the State Normal Schools that I feel it unnecessary to discuss this point further. Counterfeit coin is current only when the original has value: so private unprofessional schools would hardly take on the adjective Normal were it not to advertise their schools by the merits of the real Normal Schools.

In conclusion, allow me to express the hope that Prof. Groff and his little coterie of carping critics of the Normal Schools will feel greatly relieved since they have given publicity to these chronic complaints against these schools. It is good to get rid of poisonous agents in the system. This discharge of bottled venom will do the sufferer good, and it will not hurt the Normal Schools. Right-minded people will seek and find the facts, and be governed accordingly.

In the "good time coming" educators and citizens will unanimously agree to patronize and promote the interests of Colleges *and* Normal Schools alike, on the ground that both are necessary and worthy of all confidence.

GEO. P. BEARD,

Principal State Normal School, Lock Haven, Pa.

To the Editor of *The School Journal:*

The recent criticism upon the State Normal Schools will, no doubt, result in good. Defects have been referred to that, wherever they exist, can and ought to be remedied. The attacks of unfriendly critics may accomplish what many friends of the school have earnestly sought for in vain. But, after all, these defects relate to details in the practical working of these schools rather than to the system itself. To strike a blow for the destruction of our Normal School system because of certain imperfections in the management of the individual schools, is like burning down a barn to kill a score of rats.

Our Normal Schools are an integral and vital part of our great common school system. They have done more in the last ten years to elevate the standard of teaching and to dignify the position of teacher in our common schools than all the colleges of the State combined have done in a century. To impair their efficiency is to cripple the work and impair the usefulness of the common school system in all its departments. All honor to our many excellent colleges. They have done a great and noble work, but it has *not* been the training of teachers for primary and district schools.

Although in sympathy with some of the criticisms made upon the Normal Schools, I am surprised at certain sweeping assertions that have been made, and am at a loss to know where the writer finds his facts. Of the present number of Normal students attending this school, fully nine-tenths are preparing to teach. Of the 285 graduates of the school, more than 270 have been teachers.

THEO. B. NOSS,

Principal State Normal School, California, Wash. Co., Pa.

To the Editor of *The School Journal;*

In reply to the criticisms of the State Normal schools by Dr. G. G. Groff, I would say that most of the points raised by him have frequently been discussed in meetings of our State Association, and also in the columns of *The Pennsylvania School Journal.* Therefore, I do not now feel called upon to answer any of them, excepting that relating to the balance of $16,053.99 in the treasury of this school.

The report for the school year, ending August, 1886, shows that there was then a balance of $16,053.99 in the hands of the treasurer. This was a large balance, large enough perhaps, to suggest the idea of "dividends." But in the written report for the same year, I direct attention to the fact that improvements in our ground and build-

ings were then in progress the completion of which would cost at least twelve thousand ($12,000) dollars. Most of the improvements are now made, and about fourteen thousand dollars are already expended. By the time the present school year is ended, and the proposed improvements are entirely finished, but little of the $16,053.99 will be in the treasurer's hands. These improvements are amongst the most important that have ever been made here. They have been made with prudence and economy, and were imperatively needed. B. F. SHAUB.

Principal State Normal School, Millersville, Pa.

To the Editor of *The American*, April 16.

The general subject of the recent article of Dr. Magill is one of great importance. Indeed, there is scarcely another which could be brought to our attention more intimately concerning our homes or the welfare of our country than this, and we are ready to indorse and emphasize all that he has said or can say in this direction. Hence we need not pause to consider this point, but pass at once to others.

What shall this preparation of teachers be, and where shall it be made? Dr. Magill would answer: It should be a college course, and should be made at some one of the colleges of the State. From this position we are compelled to dissent for various and substantial reasons. No one more fully than the friends of the Pennsylvania Normal Schools appreciates their defects, and no one more ardently desires improvement; but the question is, How shall these defects, serious as they are, be remedied? Change is not necessarily beneficial, for it may be and often is from a merely imperfect condition of things to one which is worse.

Our first objection to the plan proposed is that it is impracticable, and that to carry it into effect would demand an entire change in the common school system of the State. A plan for the elevation of our schools through the elevation of the teachers, to be of any value, must be adapted to the wants and be within the reach of those who are to be the teachers in our common schools. This plan must be within the power, not of the few alone, but of all, or at least of the great majority of these teachers. Most of those preparing for this work are from the humbler walks of life. Many, indeed, are poor, and some are very poor. Attendance at college is expensive, and the necessary cost of a college course is in a large proportion of cases entirely beyond the power of those looking toward this field of labor. True, some of those preparing for other professions are poor, but they look forward with hope toward a lucrative practice. How is it with the country teacher? [Prof. Durling here cites the salaries of public school teachers in Pennsylvania, already stated repeatedly in this discussion.—*Ed. American.*] With a prospective salary of two hundred or two hundred and fifty dollars per year, from which must be deducted the cost of board, how large a proportion of those preparing for this work would be likely to attempt a college course, even if tuition should be made entirely free? It is evident that a change such as Dr. Magill proposes, instead of giving a majority of our schools highly educated and thoroughly prepared teachers, would have exactly the opposite effect, and would leave all our country schools, and a large proportion of those of town and city, in the hands of those destitute of any preparation.

It is argued that as teachers improve higher salaries will be paid, and that after a time we should have better teachers, because better preparation had been made, and better salaries because the superior work done would naturally command a better price. Theoretically, this argument may seem to have some value, but practically it would be found altogether without value. The Normal Schools of Pennsylvania were devised for the elevation of the common schools of the Commonwealth, through the better preparation and consequent elevation of the teachers. The plan is a simple one, and deeply rooted in common sense, and the united experience of all the past. In brief, it proposes to supplement the academical work already done for those who are seeking its aid, thoroughly grounding them in *those branches which they will be expected to teach*, and in a limited number of other branches such as will be of especial value to them in their work. To this is to be added the theory of education, and a thorough course of practice in the training department under the searching scrutiny of trained and experienced critic teachers. Instead of this the plan proposed demands, beyond a liberal common school education, a preparatory course of at least two years, and beyond this a course of four years or more in the college and pedagogical courses combined. How many even of the active and enterprising young men or young women could be induced to enter upon such a course of from six to eight years, in preparation for a work which offers a return of but fifteen to thirty dollars a month for five or

six months of the year, is a problem which is answered in the mere statement.

Suppose such a plan adopted; then either after a specified time no teachers would be employed save college graduates, or we would have two classes of teachers, the one college graduates and commissioned for life, the other still subject to examination and with the most meagre education. In the first case we would not have teachers enough to fill one-tenth of the positions in the State, while the result in the second case would be to fill nearly all positions with teachers unprepared for the work. The first plan would be impracticable, while the second would be a backward step of a hundred years, and would undo all that has been gained by the earnest labors of scores of indefatigable and consecrated laborers in this field.

It is evident, then, that to make this scheme at all practicable, the common school of Pennsylvania must be in a condition to promise a future to its teachers altogether beyond anything which has yet been offered, or is likely to be offered for many years to come. No logic and no system of urgency would be found sufficient to induce prospective country teachers to spend six or eight years of expensive work in preparation for that which must yield so small an income.

Again, the plan of Dr. Magill assumes that the instruction given in Colleges is superior to that given in our Normal Schools. In our humble judgment, based upon a good degree of knowledge of the character of work done in our colleges, and several years' experience in Normal School work, the work done in the latter is far better adapted to the wants of the common school teacher than is that of the former. As a general rule our colleges pay very little attention to the common branches, and give a very large proportion to Latin, Greek, Mythology, and other branches having no practical application in the common school; while, on the other hand, Normal Schools emphasize in an especial manner branches which these teachers will be called upon to apply in their every-day work. Then, too, in our best Normal Schools everything is taught with especial reference to the fact that those receiving instruction are themselves preparing to teach the same branches. The common school teacher needs a mastery of those branches which he will be called upon to teach, far beyond and to a considerable extent different from that which is needed by other graduates preparing for different fields of labor. Higher education, that it may have the greatest value, demands that it shall have especial reference to the work to be done thereafter by the recipient. In the Normal Schools the work has especial reference to the fact that students are preparing for the common school work; and this is not, and from necessity can not be, the case in college, unless an especial department should be equipped for this purpose, with its corps of teachers prepared not only to teach pedagogics but also the various branches belonging to our common school work. The fact is that Normal Schools and colleges have very different fields of labor, and the ordinary business principle requiring a division of labor in order to its proper performance applies here just as elsewhere.

Another strong point against the plan proposed, is found in the fact that the work of preparing teachers for the various grades of work concerned includes, as one of its most essential factors, a training department. Knowledge of the branches to be taught is essential, the theory of teaching is essential, mental strength and culture are certainly of vital importance; but over and above these, a practical knowledge of the work of the school room, and skill in its execution, are at least equally important, and must be acquired in part before entering upon the work of teaching, *or else afterward at measureless cost to those receiving instruction.* Medical students receive practice under competent instructors in dissection; they also witness and take some part in hospital practice before going out into the world to practice upon the lives and health of their patients; and our common school teachers, to whom more than to any other class, unless it be the parents, is committed the work of building and fashioning both body and soul, are in need of at least equal opportunity for preparation for their work. From this we conclude that a training department, a Model School in charge of competent and experienced supervisors, is a necessity in this work. Here our colleges are entirely lacking, and were the work committed to their charge one most important factor must be entirely omitted—a factor which more than any other in its results distinguishes the thoroughly-prepared teacher from the quack.

We desire to emphasize this feature of the work, because we so thoroughly believe in its great practical value, and also because colleges are utterly unprepared for it, and cannot prepare themselves without a radical change in their entire plan. On the other hand, Normal Schools *are* prepared for this

line of work, and whatever changes are necessary, in order to bring this feature of the work to a greater degree of perfection, would be in harmony with their entire plan, and would be but a development and not a radical transformation, as it would be in case of the college.

As to the propriety of a higher degree of academical training before entering upon the professional work, we of the Normal Schools are in entire accord and sympathy with all who urge this feature of the work, and we would be very glad to have a less amount of this work to do; but until we can receive students far more thoroughly versed in the common branches than those we have received in the past, the work must be continued. In this case the true remedy will be found in an elevation of the character of work done in high schools and academies, and in lengthening the time of attendance at the Normal Schools, but not in the attempt to compel a college course.

As to the charge that these schools are not professional, as they should be—a charge which is already answered in part—the inquiry is entirely pertinent whether an ordinary college, having a single chair of Pedagogics, with one teacher, in a corps of ten or twenty, and one only devoted to this line of work, with no training department, no model school, and no critic teachers, would come any nearer to being a professional school.

The arguments which might readily be brought against the proposed plan are entirely too numerous to be disposed of in one brief article. It is a plan fraught with impracticabilities, and with very serious injustice toward those pioneers in the Normal School work in Pennsylvania who, amid great discouragements and under clouds of opposition which would have destroyed the ardor of less determined men, still worked on with a faith whose clear eye pierced the darkness and beheld the coming day, which has already dawned.

In concluding this paper, it is proper to add that the Colleges and Normal Schools cannot afford to antagonize their interests. In the work of education there is ample room for each. Their fields are to a great extent different, but equally necessary in providing for the variety of needs in our rapidly developing Commonwealth. Still further, we believe that all who can do so should be encouraged to take a college course, and that if they propose to be teachers they should then take a professional course in that direction; but that the attempt to compel all who are preparing to teach in our common schools to take a college course must share the fate of all other chimeras, and land us in a condition of things far below where we are at present. The Indiana school has never discouraged, but has always encouraged college attendance, and has prepared a considerable number of young men and women for college; and, as an indication of the character of the work done in this preparation, every student prepared by us and presenting himself for admission, has been admitted without objection, and in some cases to a class higher than we have anticipated, and with flattering compliments as to the breadth and thoroughness of the preparation made. Among the colleges thus admitting our students are a number of the oldest and strongest of both the East and the West.

To point out the fact that there are serious defects in our present Normal School system may be no difficult task; but our colleges are far from being perfect, and the task would by no means be a difficult one of bringing an array of charges against them quite as formidable as any that have been brought against the Normal Schools; but why waste ammunition thus? Let us rather bring our combined forces to bear upon our common enemies—Ignorance, Degradation, and Vice.

Without doubt the true remedy for whatever of defect there may be in our present method of preparing teachers is to be found in the elevation and improvement of our Normal Schools, and in the improvement of all those schools from which they draw their supplies. Wishing colleges success in their legitimate field of labor, and in the full belief that the Normal Schools of Pennsylvania have a mission equally important and equally sacred, I close.

L. H. DURLING.
Principal State Normal School, Indiana, Pa.

To the Editor of *The School Journal:*

I observe that the April number of your journal contains all of the discussion between certain of the friends of the Normal Schools and those who criticise these schools, except the closing article, in which I answer the various criticisms upon the plan which I have suggested for the preparation of teachers for their profession. I suppose that this reply of mine will find a place in your May number. But there are some points made in your editorial upon this subject to which I wish to make a brief reply. You give a formidable array of figures, and endeavor to show that the Colleges

could not undertake the work of the preparation for the teachers' profession because of the large number of teachers required for the work of the common schools. Did it occur to you that when the profession becomes a *profession*, and not a mere way-station on the road to some other, in which passengers stop briefly and pass on, the *number* of teachers to be prepared will be very greatly diminished.

You speak of a *regular diploma*, as the degree of *Bachelor of Arts*. This usual mistake should be corrected. A regular diploma is a guarantee that the student has had a full four years' course of training in either a classical, a literary or a scientific course—and does not necessarily involve the study of the ancient languages. Such a course of study, in connection with Pedagogics, would ensure a class of teachers that would in a few years place our schools upon a very different plane from that which they occupy to-day.

You think that it would be a strange policy to stop the State Normal Schools with the vain expectation of getting better ones after 1900. The plan does not involve waiting until 1900 for the substitute; but it should be applied at once—by appointing the professors of Pedagogics in the colleges, and transfering to these institutions the appropriations now given to the Normal Schools. They would surely at once turn out teachers better prepared for their work than at present, and in a few years the gain would be very great indeed. The year 1900 was suggested as a date after which all teachers might be required to be college graduates. But even if this requirement be impracticable, and should not be enforced, the gain by the change would be scarcely less marked. Even now teachers are not required to be Normal graduates, and it is well known that there are many school districts in the State where none of the teachers are Normal bred, and that such teachers are among the best employed in the public schools. Other points made in your editorial seem to be covered by my reply to my critics, which will, I trust, be given in full in the May number of *The Journal*.

I fear that the whole scope and intention of this discussion is misapprehended by some minds. Let me state it in a word. It is this: Teaching should be a Profession, quite as difficult to enter, quite as fixed, quite as honorable, quite as well paid, as either that of Medicine or the Law. Any "plan" which will secure this end, by whomsoever suggested, will be welcomed by all true friends of education. I am not at all strenuous about the plan which I propose. It seems to me eminently practicable, and no arguments yet produced have changed my views in the slightest degree upon this point. But if others will propose a better plan *to secure this result*, I will gladly welcome it.

How far the occupation now is from a fixed profession in the public mind, is to be seen at a glance, by the ease with which it is entered, with little or no preparation, and the system of annual examinations devised to offset this ease of entrance—and keep the teacher advancing, as is supposed, though it *checks* rather than advances. Suppose a Doctor or a Lawyer were subjected to annual examinations by a Board appointed for this purpose, to see whether they could *continue to practice their profession!* The very mention of such a proposition shows its absurdity as applied to the teacher's profession—when it becomes a Profession in reality, and not merely in name.

EDWARD H. MAGILL.

President Swarthmore College, Delaware Co., Pa.

To the Editor of *The School Journal.*

In common school affairs as elsewhere, history repeats itself. Every step of progress made in behalf of our common schools has provoked hostility, and has been met by resolute and sometimes vindictive opposition. Success was achieved by a regular siege, slow, laborious, wearisome, but in the end triumphant.

The right was denied in the first place to tax one man to educate another man's children, and this opinion was steadily maintained. This struck at the very existence of common schools supported at the public expense, and it was many years before the opposition was overcome, and a start made upon a very meagre and superficial basis. The County Superintendency was met by a storm of opposition. Teachers' Institutes were condemned and opposed, as was the addition of Geography and Grammar to the course of study. The grading of the schools was denounced and resisted by unlettered ignorance and jealous private institutions. A heavy fire was reserved for the high schools, which was the latest feature to be assailed. And now we have a last desperate assault upon the crowning instrumentality of our system, the State Normal Schools

This was to be expected at some time or other. Indeed, upon general principles, it was bound to come sooner or later, and wholly irrespective too of any merit or demerit in those institutions. There was no

occasion for surprise, therefore, when carefully-prepared masked batteries were suddenly uncovered, and a converging fire of shot and shell hurled upon our Normal School fortifications, with no other result however than to wake up the garrison and stimulate them to strengthen the outposts, and make the citadel ultimately invulnerable to attack.

President Magill's bold assault upon our Normal School system, reduced to its simplest elements, is merely an attempt to destroy those essential State institutions and confiscate their property—robbing both the Commonwealth and private stockholders, and putting back our common schools half a century—all in the interest of private educational institutions, and for the accommodation of a small minority of college graduates whose lack of requisite qualifications prevents their obtaining State teachers' certificates through the regular channels.

It has been the earnest desire of every Head of the School Department to maintain friendly relations with the higher institutions of learning—the common schools and the colleges being only different instrumentalities in the same great cause, the education of the youth of the State, for their individual benefit and the safety of the Commonwealth. But if these amicable relations cannot be maintained, if the colleges are determined to either rule or ruin, the interests of our 18,000 common schools will continue to be *paramount*, no matter what may be the opinions or policy of other institutions. The Constitution has settled that question finally, and it is too late in the day to question or qualify it.

The State has also declared a settled policy with regard to the training of teachers for the common schools, after a fair trial of every other expedient supposed to be adapted to that result. The clause in the Constitution prohibiting appropriations to denominational or sectarian institutions, is based upon the soundest and profoundest reasons of State policy, and he who waits for it to be abrogated, will die waiting; for it is one of those things that are perpetual in their nature and necessity, one of the fundamental safeguards of free institutions.

Our common schools collectively and their indissolubly-interwoven adjuncts, the State Normal Schools, are only in their transition stage, and it is neither philosophical nor just to judge them by an ideal standard that the world has never yet seen, and that cannot be approximated for a hundred years to come. They have been the creatures of circumstances, hedged in and hindered by conditions not of their own seeking, and confronted by difficulties that at times have been well-nigh insurmountable. A just comparison can only be made by going back to their origin and beyond it. Against a dreary background of our early common school history, the influence of our State Normal Schools stands out in lines of living light. They have been worth to the State all that they have cost, and the policy with regard to them should not be one of blind destruction in a spasm of iconoclastic jealousy; rather should they be strengthened and improved and fortified for the still more important service to be demanded of them in the future. This, I take it, is the wise policy that the Superintendent of Public Instruction has been endeavoring to pursue, and I have been hoping that the present Legislature would give him the means and authority needed for the purpose. It would be the highest wisdom to do so.

School efforts are conditioned. If the State Superintendent was armed with plenary power, and had unlimited pecuniary resources at his command, he could accomplish wonders, and some of the miracles that hyper-criticism demands might be realized. But school men have to take things as they find them, and work up laboriously from that very practical standpoint.

The base of operations is the School District, and no enthusiasm of effort or aspiration can get much above it, or carry the cause one step farther forward than the district can be induced to follow. If every common school teacher in the rural districts could be assured of a salary of $500 a year, and every assistant in the graded schools $800 to $1,000 a year, the Normal School question would settle itself. Our Normal Schools would swarm with students willing and anxious to remain during a four years' course, and to gain the highest honors of the schools. The market for their services would justify it. But the controlling and restraining influence is the pressure of taxation, and a consequent public sentiment in school districts; and until the mass of the people will place a higher money value upon a liberal education, and be willing to tax themselves to give teachers a larger income than the average taxpayer himself enjoys, the training of the teachers must continue to be more or less provisional in its character, and the State must maintain its standard of qualification and provide for the work as a duty to itself.

The discussion of the Normal School question, so suddenly sprung upon the public, is not at all to be regretted. It will do great good in many ways. Whilst I cannot honestly commend Dr. Magill's sagacity in the matter, I earnestly thank him for the candor and audacity of the attack. The thrust of a harpoon will command attention when milk-and-water criticism would be of no account.

H. C. HICKOK.

Ex-State Superintendent Public Instruction Pennsylvania.

NORMAL SCHOOL GRADUATES.

THE TEST OF EXAMINATION.

THERE has been much loose statement as to the character of the examinations of graduating classes at State Normal Schools. From the Lancaster *Examiner* of June 26, 1886, we take the following complete list of questions and problems given to the class in the Elementary course of 1886, at the State Normal School at Millersville. The examination wsa almost wholly in *writing*, and occupied a period of three days. We insert it as the list nearest to hand, and regard it as a representative list of the questions submitted to the classes at the different schools. The examiners were Prof. L. H. Durling, Principal of the Indiana (Pa.) State Normal School; Supt. Wm. H. Shelley, of York; Supt. J. T. Nitrauer, of Lebanon; and the State Superintendent. A "high school boy" that can dispose of this list in half an hour as is said to have been done by somebody somewhere, would be no ordinary lad.

SCHOOL ECONOMY—DR. E. E. HIGBEE.

1. School House.
2. School Organization.
3. School Government.
4. School Work.
5. School Law.
   - A—Term.
   - B—School Age.
   - C—Teachers' Certificate.
   - D—Resources.

MENTAL SCIENCE AND METHODS OF TEACHING—DR. HIGBEE.

1. How does psychology differ from physiology?
2. General classification of the faculties of the mind, defining each.
3. Give your method of teaching, (*a*) Language, (*b*) History, (*c*) Botany.
4. Give reasons for and against the introduction of manual training into our schools.

RHETORIC—PROF. L. H. DURLING.

1. What is rhetoric, and what is its relation to grammar, to composition?
2. Assume that you are about to write an exhaustive paper upon the subject of "Energy of Style," and then write an outline suitable to be the framework of your paper.
3. Write a loose sentence and also a period; then compare these two forms of the sentence so as to show the difference of structure.
4. Write each of the following without any figure, afterward name the figure used in each as given, and lastly, show why the figurative form is the better.
   1. "She sat like Patience on a monument smiling at grief."
   2. "Sleep, gentle sleep, nature's soft nurse, how have I frightened thee that thou no more wilt weigh my eyelids down?"
   3. "For fools rush in where angels fear to tread."
5. Discuss Wit and Humor.
6. Outline the subject, Prose Productions.
7. Explain how you would proceed in the preparation of a paper upon aay given subject.
8. Discuss Poetry.

LANGUAGE—PROF. DURLING.

1. Explain the language work which should precede the study of technical grammar by showing: 1. When it should commence. 2. How it should be conducted, step by step. 3. When and to what extent it should be succeeded by technical grammar.
2. Show what is meant by the statement that technical grammar is the philosophy of language.
3. What is included in the complete treatment of pronouns?
4. Explain the passive voice by showing how it is formed, and by a comparison of its uses with that of the active.
5. Compare the synthetic teaching of language with the analytic, so as to bring out the subject as fully as time and ability will permit.
6. Discuss the subjunctive mode.
7. Write a letter, making application for a position as teacher in one of the public schools in New York.
8. Topics: 1. Infinitives; 2. Diagrams.

PHYSIOLOGY—PROF. DURLING.

1. Describe the composition, structure, and uses of bones.
2. Describe the structure and functions of the skin and its adjuncts.
3. Explain, as far as you are able, the various activities that take place in or in immediate connection with the stomach during digestion.
4. Describe the various provisions which are made for the protection of the brain.
5. Explain and give examples of automatic nervous action.
6. Explain as clearly as possible for you, the physiological effects that come from inadequate ventilation, and show how you would determine whether the air of a room is in good or bad condition.
7. Draw an outline of the thorax and the organs contained within it, and then give a brief description of the structure and functions of each of these organs.
8. By means of a diagram and its explanation, show the nature of near-sightedness and its remedy.
9. Locate the liver, describe its immediate surroundings, its structure and uses.
10. Write upon the topics: 1. Effects of alcohol upon the human system. 2. Hygiene of the school room.

BOTANY—PROF. DURLING.

In each of the following couplets select one subject and discuss it carefully:

1. { 1. Leaves. 2. Flowers.
2. { 1. Stems. 2. Roots.
3. { 1. Germination. 2. Growth.
4. { 1. Phænogamia. 2. Cryptogamia.

5. { 1. Analysis of Plants.
2. Microscopic Structure of Plants.

6. { 1. Respiration of Plants.
2. Vital processes involved in plant life.

7. { 1. Linnæan system of plant analysis.
2. Natural system of plant analysis.

8. { 1. The relation of plants to animals.
2. The relation of botany to other sciences.

9. { 1. The value of botany as a means of mental discipline.
2. Plant-work in primary classes.

10. { 1. The Flora of Pennsylvania.
2. Should botany be taught in our common schools?

PHYSICS—PROF. DURLING.

1. Explain the molecular condition in solids, in liquids, in gases, and the transformation from one of these forms to another.

2. Why, when a tumbler is inclined, does the contained water flow down the side instead of falling vertically? Give other examples of a similar nature.

3. Why is it that, as usually weighed, a pound of feathers and a pound of lead are not absolutely of the same weight?

4. Illustrate the meaning of the terms: foot-pound, kinetic energy, and convection.

5. Explain the paradox that freezing is a heating process, and thawing a cooling process.

6. Describe some simple experiments which illustrate the refraction of light.

7. Compare the construction and use of the ordinary thermometer with that of the barometer.

8. Explain the "Angle of Declination," and also some simple manner in which this angle may be shown.

9. Explain the construction and action of a Dynamo-electrical machine.

10. Write upon the topics: 1. The pendulum. 2. Sound.

SPELLING—PROF. DURLING.

Acoustics, aerolite, alpaca, Athenæum, attache, Aurora Borealis, barouche, Beethoven, bombazine, bronchitis, camelopard, Canaanite, carbonaceous, cerement, chimpanzee, Christianity, complaisance, conduit, cuirass, dahlia, desuetude, diphtheria, eleemosynary, erysipelas, facile, falcon, flageolet, frankincense, fratricide, guillotine, herbaceous, hypocrisy, insatiable, inveigle, jaguar, kangaroo, mantua-maker, mediocre, meningitis, mnemonics, oleomargarine, onyx, phaeton, Pompeii, raspberry, spermaceti, finale.

HISTORY—SUPT. J. T. NITRAUER.

1. From whom, when, and by what means did the United States acquire Louisiana, Florida, California?

2. Name the battles fought and two towns captured by Gen. Taylor in Mexico.

3. By whom and for what length of time are Senators in Congress elected?

4. What did Count de Rochambeau do for the Americans?

5. Why did the Colonies think England had no right to tax them?

6. What taxes were imposed immediately after the repeal of the Stamp Act?

7. What exclusive powers have States?

8. Where must bills for raising revenue originate?

9. How can the Constitution be amended?

10. Name the last amendment.

GEOGRAPHY—SUPT. NITRAUER.

1. State the width in degrees of the zones and explain what determines the boundaries?

2. Why do no large streams flow into Pacific Ocean from South America?

3. State the prevailing direction of the mountain chains of the continents.

4. Describe the formation of Spitzbergen, St. Helena, New Zealand, Vancouver, and Mauritius.

5. Which is the farther north, Rome or Cincinnati? Newfoundland or England?

6. Name the five Great Powers of Europe and the form of Government in each.

7. In which zones are the most highly civilized nations, and why?

8. From what country do we get cloves? nutmegs? platina? tin? gutta percha?

9. Does Mercator's map show countries in their true relations?

10. Name the border seas of Asia.

GEOMETRY—SUPT. W. H. SHELLEY.

1. Prove that the sum of the three angles of a triangle equals two right angles.

2. If four quantities are in proportion, prove they are in proportion by division.

3. An inscribed angle is measured by one-half the intercepted arc.

4. Similar triangles are to each other as the squares on the homologous sides.

5. The square described on the hypothenuse is equal to the sum of the squares on the other two sides.

6. Inscribe a circle in a given triangle.

7. Find the value of the interior angle of a regular decagon.

8. If the three sides of an equilateral triangle be produced, prove that the external acute angles are equal; also that the obtuse angles are equal.

WRITTEN ARITHMETIC—SUPT. SHELLEY.

1. The amount of my capital for a certain time at 4 per cent. is $360, and for the same time at 7 per cent. is $405. Required the principal and time.

2. A gentleman invested his money in 5 per cent. bonds, and realized 8 per cent. How much did the bonds cost?

3. A, B and C entered into a partnership. A's stock is $8,000; B's $12,800; C's $15,200. A and B together gain $1,638 more than C. Find the gain of each.

4. A draft payable in 30 days after sight was bought for $352.62; exchange being 1½ per cent., discount and interest at 6 per cent. What was its face?

5. The longitude at Cambridge is 5′ 2″ east, and Mobile 88° 1′ 20″ west. When it is 12 o'clock noon at Mobile what time is it at Cambridge?

6. A, B and C can perform a piece of work in 24 days. How long will it take each to perform it alone if A does ⅔ as much as B, and B does ⅔ as much as C?

7. Each of two men A and B desired to sell his horse to C. A asked a certain price and B asked 50 per cent. more. A then reduced his price 20 per cent., and B his 30 per cent., at which prices B decided to take both horses. He paid $148. What was each man's asking price?

8. I have three notes payable as follows: one for $100, due February 12, 1886; the second for $400, due March 12; and the third for $300, due April 1; what is the average time of payment?

9. The interest of A, B and C's fortune for 9 years,

4 months, at 3 per cent. is $30,380. What is the fortune of each if ¾ A's equals ⅔ B's, and ¾ B's equals ⅔ C's?

10. A, B and C can build a barn in 10 days; after working together 4 days, A leaves and B and C go on with the work for 5 days longer, when B leaves; $\frac{3}{10}$ of the work being unfinished, C proceeds with it and finishes it in 11¼ days after B left. How long would it take each to build the barn?

11. How many cubic feet of stone in a well with a thickness of wall of 1 foot 6 in., and a diameter within wall 3 ft. 6 in., and a depth of 40 ft.?

12. What is the cube root of 84604519?

ALGEBRA—PROF. SHELLEY.

1. Write the factors of the least common multiple of (x^6-y^6); (x^4-y^4); $x^3-3x^2y+4xy^2-y^3$.

2. Resolve each of the following into its binomial factors; (a^6+11a^3-12); (a^8-7a^4-18); (a^4+5a^2-24).

3. Find the value of the following:

$$\left(\frac{a+b}{a-b}+\frac{a-b}{a+b}-1\right)\div(a-b).$$

4. Expand $(x^3-3b)^4$; also, $\left(\frac{1}{x^3}-y^{\frac{1}{b}}\right)^7$.

5. Required the square root of the following: $4a^4-12a^3+5a^2+6a-1$.

6. Given $\sqrt{5x}(\sqrt{x}+2)=2+\sqrt{5x}$, to find x.

7. Given $\frac{\sqrt{4x}+20}{4+\sqrt{x}}=\frac{4-\sqrt{x}}{\sqrt{x}}$, to find x.

8. From a company of ladies and gentlemen, fifteen ladies withdrew; then there remained two gentlemen to each lady. After forty-five gentlemen departed there remained five ladies to each gentleman. How many ladies and gentlemen?

9. A surveyor lays out a rectangular field whose perimeter is 100 rods and area 589 square rods. Find the length and breadth.

10. The sum of three numbers in geometrical progression is 26, and sum of their squares is 364. Find the numbers.

There was, in addition, an oral examination in vocal music, drawing, book-keeping, Latin, reading and elocution. The class in the elementary course numbered 40; in the scientific course, 2. The examination in the scientific course includes higher algebra, calculus, trigonometry, surveying, analytical geometry, moral philosophy, logic, mechanics, Latin, chemistry, general history, and English literature.

SHE's still on the earth. We refer to the teacher who echoes the answers of her class. This monotonous parroting makes otherwise good teachers quite ridiculous to the looker-on. Why do they do so? Merely through force of habit. They know not what they do. It has come to be an involuntary act, such as opening the mouth when the arm bends to carry to the mouth a morsel of food. We should add that the feminine pronoun is used at the head of this article merely out of respect to the large number of lady teachers. The male parrot teachers are fully up to the ratio. *School Moderator.*

MANUAL TRAINING SCHOOLS.

THE Manual Training School in Chicago is not conducted on the free principle. A tuition fee is charged for each student. With the exception of twenty pupils admitted this year, the fee is paid individually. These twenty were received upon recommendation of persons competent to judge of the merits of the boys, and their tuition is paid by members of the Commercial Club. Three years' study is necessary to complete the course. Of the seventy-two who entered the first junior class, twenty-seven remained to graduate. Ninety-eight entered the junior class last September. Four of this number have since dropped out. The boys who enter are from the ages of 14 to 15. None under 14 are admitted. No candidates are accepted who cannot pass a satisfactory examination in reading, writing, spelling, geography, English composition, and arithmetic. A boy must have, too, a certificate of good moral character from some responsible person. The penalty of any impropriety in conduct is dismissal. Latin, French, descriptive geometry, and higher algebra are taught. The first manual work a boy does when he begins the course is in the wood room. There he learns various branches of the carpenter's trade, joinery, wood-turning, and pattern-making. He learns not only the use of tools, but their proper care. Each boy furnishes his own kit and has his own tool drawer. Extra tools are supplied if needed, but the student is made responsible for them. Recently the boys were at work on picture frames, tables, hammer handles and the wood parts of other tools. In the second year the pupil is put into the foundry and blacksmith shop. No better hammers and screw-drivers can be found in Chicago than are made by the lads. The most expert workman can turn out no smoother pieces of casting than some they show. In the senior year the students get into the machine shop. By that time they are able to make and put together a steam engine. Three were constructed in the school last year, and three will be made during this year.

The work of making an engine begins in the drawing room. Every stroke of the pencil is made by actual measurement, even to the drawing of a bolt-head. The scholars draw the plans for the patterns, and then make the patterns. In the machine shop the busts of Stephenson, the engineer, and James Watt, begrimed with the soot of

labor, look down upon the busy workers. The boys will soon try their skill in constructing an ornamental iron gate for the Michigan Avenue entrance of the building, for which drawings are now being made in the school.

The wood room contains thirty-nine cabinet makers' benches, twenty-four speed lathes, a circular saw, scroll saw, a boring machine, planer, grindstone, shoot plane, bench lathe, and general tools sufficient for the use of ninety-six boys. In the foundry are two furnaces, crucibles, troughs, flasks, trowels, rammers, sieves, and other apparatus, so that sixty-six boys can work at once. In the forge room they can get smut on their faces together, too, at the same time. There are twenty-four forges, twenty-three anvils, one emery wheel, one shears, three vises, one blower, two exhaust fans, tongs, sledges, hammers, fullers, and all the other tools required to transform clean-skinned youths into the sootiest of blacksmiths.

The machine shop has seven 12-inch, six-foot-bed engine lathes. There is also an engine lathe with a 16-inch swing and 8-foot bed. There are two speed lathes, a planer with 6-foot bed, sharper, drill, grindstone, fifteen benches, fifteen vises, chucks, boring bars, taps, dies, chisels, files, and other tools—enough for thirty-two amateur machinists.

A visitor can pass through every room in the building and find no idlers. All are absorbed in the work they have in hand, and scarcely raise their eyes. "The fact that their attention is so riveted on what they are doing," said Mr. Belfield, "shows the cultivation of a most important faculty of the mind—the power of concentration. This attention, too, is not enforced, but is voluntary and unremitting. The boy who goes through a three-years' course here not only attains intellectual development, but he gains comprehension of essential branches of knowledge far superior to those of the high school pupil. The training school is by no means a manufacturing establishment. The product of the school is not intended to be perfect pieces of machinery and polished furniture, but, in a degree, polished, perfect boys. It practically demonstrates, also, the dignity of labor. So thorough is the training here, that graduates who desire to pursue a higher grade of education are admitted, on recommendation of the director, without examination and free of conditions to several of the colleges and universities of mechanics and engineering in the United States.

"Prof. R. H. Thurston, of Sibley College, Cornell University, wrote to me recently that if we could send him as good specimens of boy-development as we have already forwarded, they'd be glad to get them. The professor of mechanical engineering at Perdue University, Lafayette, Ind., also wrote to me about one of our graduates who is there: 'If you can send us any more boys like this one, we shall be mighty glad to get them.' I believe we have struck the key-note for the practical education of boys, in the system of the Manual Training School. It embodies at once the education of the hand to skill and the brain to directive intelligence. There come the boys down to lunch. Their dining-room is in the basement. They have made all the tables themselves." *Scientific American.*

The action taken by the Master Plumbers' Association of New York in recognizing the trade school as one of the future sources of our supply of skilled workmen, following the adoption by the master stone-cutters of a similar course, is attracting considerable attention from trades-unions. The leaders of these organizations have virtually committed them to the policy of restricting not only the supply of workmen, but the hours of labor, when in their power, so as to make of each particular craft as much of a close corporation as possible, providing plenty of work for all who may be admitted within the limits, but leaving none for outsiders, and taking from them every possible chance of entering the precincts of the trade organizations.

The persistency with which they have adhered to this principle, the importance they attached to it, and the sacrifices they were willing to make to maintain it, have been abundantly demonstrated during the strike of the journeymen plumbers in New York.

Hitherto, the workman has claimed the sole right to undertake the education of the boy entering his trade, and the master has been for the most part satisfied to let the lads shift for themselves. They come to spend a large portion of the first year or two years of their shop life in the performance of little else but menial duties; and progressing from this department almost at the option of the journeyman to the stage at which they are first allowed to take hold of tools and material, they gradually reach the period when they are considered by the union to which they aspire to belong entitled to a full day's pay as a journeyman. There is no attempt to determine their value

as mechanics; by virtue of their payment of the union entrance fee, and the receipt of a card, they are entitled to the same wages as the men who have spent a life-time at their trade.

In no profession or calling is this crude system adhered to except in mechanical trades—just where a man's value depends wholly upon the degree of skill he possesses. The doctor, the lawyer, the engineer, the architect, even the book-keeper now-a-days, must attain a certain degree of proficiency at his own expense before he becomes entitled to recognition in the vocation he has chosen; only the skilled mechanic is a beggar—depending on the charity of his fellow workmen for the means of learning the business by which he is to earn a livelihood.

The masters are beginning to realize the helpless position to which this condition of affairs reduces them, and already in some trades they have been looking for some factor that will aid them in assuming control of the training of young aspirants for their employment. The trade school offers at once a means of effecting the desired change and at the same time of improving the capacity of the mechanic; and though, in the course of the transformation, the union may lose some of its arbitrary hold upon the workman, in our opinion both union and workman will be benefited by the change. That work done encourages other work, has long been recognized as a fact, and the character of the work regulates the nature of the demand. If for the present slipshod manner of training boys we substitute a strict course of technical instruction, and establish at the same time a standard of proficiency for our workmen, we limit the number of members of a trade in time to those qualified to practice it, and this no workman having his own interest at heart can oppose. The trade school will either deprive the union of the dead timber that discourages the progress of the progressive workman and advance the interests of every craft recognizing its value, or it will convert these organizations into a stagnant pool of incompetency that all employers would shun, if they oppose the education of the apprentice. The trade school has come to stay; the trade union can choose between a dignified existence or an ignominious extinction, according as it encourages or opposes this coming factor in the progress of our industrial classes. *Sanitary Plumber.*

A father might to-day tramp all over Chicago with a son who wanted to learn an honest trade, so as to become a useful citizen, and fail, unless he took him to the Manual Training School and paid tuition for him. Hundreds of boys are now thus taught handicraft at the expense of fathers who can afford to pay for it. But let a poor man's son try it, and he will be met at the door of the shop by a walking delegate of the Knights of Labor, and turned away. If that does not do, his face will be bruised by brutal fists, and so will the faces of those who stand by him. If any one supposes that there is any limit to this kind of opposition—any point at which the would-be monopolists of labor would draw the line of limitation upon themselves—he does not understand depraved human nature. If individual liberty to acquire skill and earn bread and control earnings is not protected by law, and by resolute public sentiment behind that law, then a reign of absolute lawlessness is visible not very far distant in the future. The disbarred classes on one hand and the employing classes on the other will join hands, and fight for their rights. The violence will not very long be all upon one side, and the violence which has human liberty and rights back of it will win. We are always glad to see a tyrannical and heartless employer forced to do right by "organized labor," but when organized labor determines to rob the American boy of his birthright, then it is evoking moral and material forces against itself which will not fail to beat it to pieces.—*Chicago Interior.*

THE liberal appropriation made by the Baltimore and Ohio Railroad Company for the support of its technical schools at Mt. Clare is said to be "based on the publicly declared theory that business and philanthropy may go hand in hand, and that the welfare of the corporation depends no less upon the prosperity and contentment of its employés than the ability of the latter to earn a livelihood depends upon the financial strength and prosperity of the corporation." The company has given liberally to the relief fund and other undertakings of the employés, and since 1880 more than a million and a third dollars have been disbursed to its members for sick, accident and death benefits, a half million dollars have been deposited in its saving fund, and a large part of this amount has been lent to employés for the purchase of homes of their own. A permanent fund now supports 150 aged employés unfit for work. All of these useful enterprises have been fostered by appropriations from the company's treasury, but ad-

ditional efforts are to be made to benefit the employés. It is announced that the Garrett heirs intend to build a home for aged and disabled employés, and to establish on the summit of Parr's Ridge, Mt. Airy, a summer resort for the families of employés. The technological school has been experimented with for a little more than two years. It is established at Mt. Clare, where the company has shops employing 4000 workmen and 150 apprentices, and has shown such good results in fitting the apprentices for responsible positions in the draughting and other departments that the directors of the company have voted $25,000 for the development and support of the school this year, and $20,000 annually hereafter as an endowment. The school is to give a liberal education in mechanics, engineering, drawing, chemistry, and applied sciences, to the apprentices employed by the company. It is an encouraging sign of the times when active business men not only interest themselves in technical training, but do so as a matter of business, and because it pays to educate their workmen. *Phila. Ledger.*

UNIFORMITY OF TEXT-BOOKS.

COUNTY AND STATE UNIFORMITY NEITHER PRACTICABLE NOR DESIRABLE.

THERE are few public interests so likely to suffer injury from ill-considered and unwise legislation as the public schools; and yet these are frequently the subjects of legislative experiments of a wholly impracticable character. Propositions for securing State or county uniformity in school text-books have come before the legislatures of various Commonwealths at different times. In several instances enactments have been made, and determined efforts have been put forth to secure such uniformity, with such results as claim the attention of the legislator, the teacher and the tax-payer, wherever the subject is presented.

Whether State uniformity is a thing desirable in itself, and if so, whether it is practically attainable, have thus become important questions; and to the consideration of them the reader's attention is asked at this time. As to the desirability of State uniformity, considered by itself, the remarks of Hon. Newton Bateman, Superintendent of Public Instruction of Illinois, are apposite and true. In his Eighth Annual Report he observes as follows:

> Compulsory uniformity through the State does not seem desirable, even if practicable. In the first place, the tendency to routine, to unbroken sameness, is already very great in our public schools. This is, in fact, though to a great degree inevitable, one of the greatest evils incident to any general system of public instruction. We are obliged to deal with pupils in masses, to prescribe rules and regulations, courses of study, text-books, discipline, checks and spurs, restraints, incentives, etc., for groups, classes, averages, aggregates of scholars, rather than for individuals.
>
> The Government unit in public education, as has already been said, is the mass, the aggregate, the school; it can be the individual to but a limited extent. Hence, as already remarked, the tendency is to sameness of development that is not so favorable to the evolution of the most and the best of which each individual pupil is capable.

Now the effect of a compulsory uniformity of text-books throughout the State would be to enhance the evil, whereas it is desirable to lessen it as much as possible. Under the present independence of the local districts in respect to the choice of books, while *there is or should be strict uniformity in the schools of each separate district*, there is the greater diversity in the different districts, towns and counties; so that pupils passing from one district, town or county to another may escape from the ruts of routine to books and methods, which even though perhaps intrinsically no better, serve to inspire the pupils with fresh life and spirit. Under the plan of State uniformity, on the other hand, there would be no escape from the routine and stagnation of old books and book methods, without leaving the public schools altogether.

Hon. Herschel R. Gass, of Michigan, Superintendent of Public Instruction of that State, discussing this subject, remarks as follows:

> Where State uniformity has been tried, it has soon become unpopular. To place in the hands of a single person, or a single board, the power to determine the text-books to be used in an entire State for a series of years, is to subject that person or board to most dangerous influences and to charges of basest corruption. No person or set of persons can understand the needs of every district in the State; and were they able to determine the wants of every school, the selection of a single set of text-books would not meet the requirements of so many different communities.

The failure of such legislation to secure books suitable to all parts of the State, and to bring all the benefits which its advocates promised, results in general dissatisfaction with the law; and those who have charge of the selection of books are put down as incompetent to make a wise choice, or are ac-

cused of selling out to the publishing houses. The popular discontent with State uniformity, and the futility of all such legislation, can be seen by consulting the educational reports from those States that have tried this plan of solving the text-book question. The thoughts thus expressed are so commonly entertained that expressions of similar purport from educational men in all parts of the country might be indefinitely multiplied.

"The most experienced, competent, and respected educational authorities in this country, who have expressed views upon this subject, are unanimously opposed to that plan," remarks State Superintendent Searing, of Wisconsin.

Says Hon. J. W. Akers, Superintendent of Public Instruction of Iowa:

To the majority of people it will appear at first glance to be both simple and easy, but of all the men who have given long, patient, and thorough attention to investigating the many plans which have been proposed for securing State uniformity, I do not know one who favors that remedy for the evils now complained of. Several of our sister States have already tried it, and from their experience we may learn some valuable lessons. In many States it has proved a costly experiment, however profitable to contractors and publishing houses.

Indeed, it would be difficult to adduce a single plea for uniformity *per se* from an educator of any standing. Probably no one will attempt to argue that uniformity in the text-books and their compulsory introduction, to the exclusion of all others, is essential to the success of the schools throughout the States.

It is doubtful if any local board of education will consent, after careful consideration of the whole question, to surrender the right to select text-books for schools under its care. Cities and large towns have invariably and uniformly opposed such measures, and have been unwilling to be bound by them.

A serious obstacle to State uniformity lies in the fact that the wants of different schools are different. Superintendent Greenwood, of Kansas City, illustrates this very clearly in the following remarks:

In city and town schools the little children attend more regularly than it is possible for those of the same age to attend in the country schools. Of necessity, the books for smaller and younger children must be more gradual in their changes than should be the books for older pupils in the country schools. For instance, in the country schools, two arithmetics, one mental and the other practical, are, ordinarily, enough for the pupils, barring an occasional one pursuing higher arithmetic, while in closely graded schools the pupils use three books instead of two. In the ungraded country schools, the children are usually much older than in the corresponding classes in city schools. Such children, being older, pass through their books more rapidly, and consequently do not require a series of books so evenly graded as do the pupils in the graded schools. For the past ten years we have had a so-called uniformity law in Jackson county, and during all that time we have endeavored to use, as far as practicable, the same series of books in city and country schools, and to have done so in all respects would have been positively detrimental to both classes of schools. Now what is true of the graded and ungraded schools of this county, would likewise hold true throughout the entire State. Consequently, a series of books well adapted to the country schools would be in many respects unfitted for use in graded schools, and vice versa. Considering the question purely from an educational standpoint, I can but regard it as unwise and highly prejudicial to the school interests of the State.

Uniformity was attempted for twelve years in Indiana, but was never successful. The selections of the State Board were gradually disregarded in all progressive schools, and the statute ultimately became a dead letter. It was repealed in 1865. So long a trial would seem a conclusive test. But the experience of Vermont, Maryland, California, Oregon, Minnesota and various other States North and South, has been no more satisfactory, from an educational standpoint, and corroborates the conclusions reached in Indiana.

However, it is not uniformity *per se*—it is not uniformity for its own sake—that is desired by the advocates of a prescribed or furnished list of text-books. It is rather uniformity as an economic measure—as a means, not an end. The idea has been entertained that such a measure will result in reduction of the expense to which the patrons of the schools are subjected for the text-books required. The argument is often plausibly made, and requires careful analysis and consideration.

For securing State uniformity, two general plans have been proposed. The first of these is for the State Government, through a board or commtttee, to receive bids from the publishers of books now in use, and to contract for a supply sufficient for the use of the pupils of all the public schools of the State. These books may be sold to the pupils "at cost," or may be furnished free, as the tuition is furnished. The latter is, perhaps, the more inviting proposition. The second plan contemplates that the State Government shall undertake the production and

publication, as well as the sale or gratuitous distribution, of a State series of text-books for the common schools.

Experience is a dear teacher, and we may learn much from the experience of others. The first of the above plans has been tried repeatedly, and has invariably proven an extravagant failure. A single representative case will illustrate the general experience. The plan was given a fair trial by the State Minnesota a few years ago. In view of the difference in grading, cities were exempted from the provisions of the law, and thus their opposition was quieted and a great difficulty was removed. The conditions appear to have been exceptionally favorable to success, were success in such a scheme attainable at all.

At the end of two years, when it would seem that the merits of the system, if there were any, might be manifest, there was apparently but one opinion upon the subject in Minnesota, and that was expressed in the pungent language of the State Superintendent of Public Instruction, Hon. D. Burt, as follows, the extract being from his published report:

It is enough to say that the law for the past two years has made school books dear rather than cheap, and we can never realize any better result under the law. Its native depravity exceeds the original sin in the theology of Jonathan Edwards; depravity innate, inherent, inseparable, incapable of regeneration, and sure to work out waste and loss, for which there can be no remedy while the law remains in force.

Mr. C. W. Smith, County Superintendent of Schools of the most populous county, and an educational officer of ability and reputation, remarks as follows, in an interesting official report:

Now as to the cheapness of books, there has never been a time since long before this law was contemplated, that superior books to those furnished by the contractor could not have been purchased at good figures. No one but a lunatic would advocate legislation for the purpose of securing to the State cheap reapers, boots, shoes, or any other commodity. It is only when education is concerned that the principles of common sense are sacrificed by attempting to reduce the price of a commodity by destroying competition, and giving a wily schemer a grinding monopoly.

A year later he wrote as follows:

What can be said now of the "cheapness?" Under this law that imposed burdens only upon the rural portions of the State, about $150,000 worth of text-books had to be thrown out of the schools and their places supplied by purchase with State text-books. The clerks of school districts were compelled to act as book-sellers without pay, ordering such books as in their judgment would be necessary for a year's supply. Orders were oftentimes far in excess of the requirements of the school, and the books soon became soiled and unsalable. Frequently, too few books of a particular kind were ordered. A new requisition had to be made, and in many instances, owing to red tape connected with the scheme, the books never reached the schools until after the schools closed, thus imposing an irreparable loss of valuable time of the pupils going bookless. Disgusted with the impracticability of the measure, the people now quite generally buy their books through the ordinary avenues of trade.

Prof. S. S. Parr, the editor of *School Education*, at St. Paul, and now Professor of Pedagogy in the Normal School of De Pauw University, remarked at the time:

It makes one sick at heart to think that we are saddled with such an "old man of the sea."

Hon. Birdsey G. Northrop, Secretary of the State Board of Education of Connecticut, and an educator of national experience and reputation, makes the following pertinent observation:

In theory the remedy seems sure, but in practice it always fails. The lessons of experience are decisive upon this point. The States which have tried this sovereign remedy of enforced uniformity have found it worse than the disease. Wherever such a law has been fairly tried, it has soon been repealed.

The second plan, the publication of a series of text-books by the State, is carefully considered by the Hon. John W. Holcombe, Superintendent of Public Instruction of Indiana, in his biennial report, in which he says:

There is every reason to apprehend that it would result ultimately in a system of extravagant jobbery. Moreover, the waste, the loss, the mistakes, which must attend the carrying out of such a scheme, render it improbable that it should ever result in any saving, even after a long period of costly experiment; and when the best facilities and long experience should have been acquired, the patronage of the Government press being limited to the pupils of a single State, and the great publishing houses having for their field the country at large, the latter would have greatly the advantage in the matter of cost per volume. It is a suggestion that the most rash have hesitated to make, for it involves at once not only a loss of the text-books now in the hands of the people, and the creation of new government officers, salaries and incidental expenses, but at the very start a large outlay of money. [An immense outlay, indeed, which no State treasury is prepared to meet, and at which taxpayers and legislators would alike stand aghast.]

It would be the work of years to provide a series that would compare favorably with the many excellent text-books now issued by educational publishers. Good text-books are not

hastily made; they grow through various editions, and are to-day generally the result of gradual and well-considered improvements upon the old books whose successors they are. The stimulus of competition, to which we are largely indebted for the excellence of the text-books now in use, would be wholly wanting; nor would a State committee have the facilities and the experience necessary for securing such results as our leading publishers achieve. The better school-books now are gems of art. They are not less elegant in their make-up than the holiday gift books which cost much more. The publishers engage the services of the best artists and the best engravers, who act under the careful direction of members of firms having a personal pride in producing the most attractive books. As a result, the finest wood-cuts ever made, fit illustrations for the master poets, have been provided for the text-books of the children.

The public taste and educational requirements demand the best effects attainable in this department, and rival publishers continually vie with each other in their efforts to keep pace with this demand. Since only sharp competition and business pride have made our present text-books the best in the world, it may be asked what adequate incentive there would be for officials managing the State printing of a series, or for a contractor, to keep the series fully up to the standard that now prevails?

If text-books are changed too frequently, and sometimes corruptly, as is often alleged, there are other remedies for the evils. If the poor are unable to purchase text-books, there is a way in which these wants, like others, may be supplied. In Indiana, Wisconsin, and in many other States, frequent changes are prohibited, and indigent children are supplied through the provisions of wholesome laws already enacted. Changes are seldom made except where needed in the interests of educational advancement, and when demanded by public opinion. An occasional change is a positive benefit, being necessary in order to keep pace with the progress of the times, and it would not be asserting too much to say that there sometimes comes a time in the history of a school when the substitution of a fresh new book for a long-used old one, for the sake of the change, promotes the interest of the pupils and the good of the school.

The power to change the text-books should be carefully guarded in all the States. Changes should not be frequent, or made on trivial grounds. Nor should any pupil suffer for want of suitable books which his parents are unable to supply. And where this is not the case, the true remedy in the hands of the Legislature is simple and speedy.

THE CALIFORNIA EXPERIMENT.

California is now making the experiment of compulsory uniformity, and has also undertaken the work of authorship, putting in type, illustrating, electrotyping, printing, binding and distributing the prescribed books for all the children in her schools. Thus far the results have been anything but encouraging, as will be seen by the following extract from the *Morning Oregonian* (Portland, Oregon), of Jan. 25, 1887:

Up to 1883 the Constitution of California provided that local boards of education should adopt school books. In that year it was proposed in the Legislature to submit to the people an amendment to the Constitution which should permit State publication, it being generally believed that the school books were costing very large sums of money. The matter was referred to the State printer, who reported that the total expense of large editions of all books, except geographies, could be made for what seemed a very small sum. Upon that the bill was passed without further discussion, and the amendment submitted to the people and adopted without opposition, or indeed attracting any attention. Upon the meeting of the next Legislature, the State Board of Education, which had charge of the matter, submitted its estimates, based upon a new report from the same State printer who had undertaken to provide the books for a mere trifle. The California State printing office is run by the State, and not by contract, and is well supplied for all work usual in such offices. The State printer had discovered, however, that good book work could not be done on job presses, and that there were no presses suitable for that work in the State; that books could not be bound cheaply and well except by machinery, and that there was no binding machinery in the State; that school books, in order not to injure the eyes of young pupils, must be set in a special type, of which the State did not possess a single letter; that the pages when set must be electrotyped for future editions, and the State had no electrotype foundry; that so much additional machinery required a new engine, boilers, etc., etc. The Board of Education also discovered that authors and artists and engravers would all want pay if they were expected to work, and they, therefore, asked for an appropriation of a quarter of a million dollars to begin with. They did not get this, but they did get $170,000, as may be seen from the Session Laws of California, 1885, pages 5, 6 and 7, and the State printer at once started East, at the expense of the State, to purchase material. After visiting all the principal cities in this country, he did not feel quite sure that he might not find something better in Europe, and went there. Patriotism, however, finally prevailed, and he returned and bought in this country. But he had his trip.

The State Board of Education invited "proposals" from authors, and appointed a "literary proof-reader and editor-in-chief" to revise their work. He is a good man for his place, and is still there. His salary is $3,000 a year, and he has usually had, so far, one or more assistants.

As the result of about two years' work, they have ready for use a first reader, price 15

cents; second reader, price 30 cents; third reader, price 40 cents; and a speller, price 20 cents. These are the net cash prices, in advance, at Sacramento. The net cash prices, at New York, of the corresponding books used in this State are: first reader, 14⅔ cents; second reader, 25⅔ cents; third reader, 30 cents; speller, 16 cents.

Meantime, the successive appropriations having been exhausted, the Legislature is now asked to put $200,000 more at the disposal of the makers of the State series, to enable them to go on with the other books contemplated in the Uniformity Bill. At the previous rate of cost, this sum may have to be repeated several times before all the books are prepared, and a large additional sum must be set aside to cover the cost of carrying the necessarily large stock needed to meet all demands from schools of the State.

Thus, the California tax-payers, on this plan, are paying twice for all the text-books used in their schools, once in the "plant" required in their manufacture, and a second time when they are retailed to the children.

U. S. CONSTITUTION.

CENTENNIAL OF ITS FORMATION AND ADOPTION.

BY SUPT. R. K. BUEHRLE.

I.—Preliminary Proceedings.

The American Constitution is the most wonderful work ever struck off at a given time, by the brain and purpose of man.—*W. E. Gladstone.*

THE fourteenth of May, 1787, is a day "to be much observed," for on that day, at the hour appointed for opening the Federal convention, Virginia and Pennsylvania, the only States that were sufficiently represented, repaired to the state-house, and there began the work of forming a more perfect *Union.* This being the centennial year of the existence of the Constitution, and the words of Governor Beaver's inaugural, in which he pleads for higher education in political duties and general citizenship, still ringing in our ears, no excuse need be offered for taking special notice of the event so transcendently important to the nation, and so glorious to our State.

The very etymology of the word *Constitut-ion,* the act of causing "a standing together"—at once suggests to the mind the fundamental object of the Constitution—namely, The Union. Efforts at union had preceded—the first in 1643, in New England, for mutual protection against the Dutch: in 1684 the population of a larger area, extending from North Carolina to New England, was united against the Indians; and in 1751 South Carolina was admitted to the number of those who had treaties with the Five Nations.

Even despotism began to see some advantage in union, for James II. began to suppress the independent colonial legislatures, and to consolidate all the colonies and to place them under the rule of one governor. Nor was this project laid aside with the advent of the constitutional king, William III., under whose government, in 1696, the Board of Trade, including the philosophic John Locke, favored the appointment of a captain-general of all the forces on the continent of North America. One year later William Penn, the greatest founder of a commonwealth, stepped upon the scene with the project of an annual *Congress* of two delegates from each province, to determine ways and means for supporting the Union, *providing for their safety,* and *regulating their commerce.*

Here, almost one hundred years before the country was prepared for it, is the germ of the present Constitution. This plan is so entirely un-English, that we must regard him as having adopted it after seeing it in successful operation in the Dutch Republic; for he had traveled there, and had become well acquainted with its people and their forms of government, before he came to America to make "The Great Experiment." The selfish schemes of England, the better to utilize the financial and military resources of the colonies, proposed another kind of union in 1721, with a Lord-Lieutenant appointed by the king and two delegates from each colony to a provincial assembly.

A plan of union proposed in 1754 by Benjamin Franklin, of Pennsylvania, was rejected by the British government with abhorrence. But, though England might reject, America would proceed, and James Otis, of Massachusetts, spoke the word for an American Congress, which assembled in 1765 in New York, and represented nine of the thirteen colonies.

The Boston Port Bill induced the Sons of Liberty of New York to call the first Colonial Congress, which met at Philadelphia in 1774, and already represented a united country, but not yet a constitution. This was to come as a recommendation from the fertile brain of the author of "Common Sense." As early as 1776 he had said, "Nothing but a continental form of government can keep the peace of the continent. Let a *continental conference* be held to frame

a *continental charter*. We have every opportunity and every encouragement to form the noblest and purest CONSTITUTION on the face of the earth."

The first effort, "*The Articles of Confederation*," framed amid the throes of the Revolution, and when the several colonies were especially sensitive to interference with their domestic affairs, and actively hostile to taxation not imposed by themselves, was constantly found wanting; and its defects with their consequent evils were a standing argument in favor of a Constitution, providing for a strong government. This opinion was especially strong in the army, where both privates and officers lost all patience with the delays of Congress, always apparently due to want of coercive power in that body over the States.

Perhaps the most powerful impelling motive to a stronger union, was furnished by Virginia in the cession of the Northwest Territory. This, henceforth to be the common property of the United States, formed a strong bond of union, and gave assurance to the smaller States that the larger ones did not mean oppression.

Commercial advantages induced some of the States to enter into mutual agreements, and thus tended to allay jealousy. The lands lying west of the Alleghenies, and those toward the extreme northwest about Detroit, in danger of falling into the hands of the English on the north, or of the Spanish in the west and south, were a powerful incentive to union and to the formation of a strong government.

But that which most of all opened the eyes of Americans to the necessity of forming a new Constitution with more powers for Congress, was the treatment received by our representatives in Europe, and the general and often outspoken contempt of our government, with the ill-concealed wish that the confederacy, weak as it was, might go to pieces, and become the prey of European monarchies. For example, our commissioners for negotiating treaties—Franklin, Adams, and Jefferson—were addressed by the Duke of Dorset as follows:

> I have been instructed to learn from you, gentlemen, what is the real nature of the powers with which you are invested; whether you are merely commissioned by Congress, or have received separate powers from the separate States. The apparent determination of the respective States to regulate their own separate interests renders it absolutely necessary . . . that my Court should be informed how far the commissioners can be duly authorized to enter into any engagements with Great Britain, which it may not be in the power of any one of the States to render totally fruitless and inefficient.

In 1783, Luzerne, the French ambassador in the United States, writes to Vergennes, the French Minister for Foreign Affairs:

> Can the federal assembly subsist when it shall cease to rest on a common peril and a common interest? The United States, they have said to me, present a vast country divided into thirteen republics, and susceptible of being divided into still more States. . . . Nothing would be more easy than to break the bonds of Union.

The turbulent spirit of Massachusetts prompted Mr. Temple to write from New York in 1786 to Lord Carmarthen:

> It is more than probable that general confusion will take place place before any permanent government be established in this unhappy country. Perhaps in the hour of their confusion and distress, some or all of the States may seek for European friendship, counsel and advice; if they do, my most hearty wish is, that wisdom may lead them to look up to that sovereign to whom they once happily belonged, and who only of all sovereigns upon earth, hath or can have any unfeigned regard for their real welfare and happiness.

A year later he writes:

> Many think there will be great discord, and the convention break up without doing anything, and in consequence thereof, two or three separate Congresses for the government of these States be established.

From the Cabinet of Louis XVI. came these ominous words as late as August 30th, 1787, at the very time when the convention was engaged in forming a more perfect Union:

> The result will be that the confederation will have little stability, and that by degrees the different States will subsist in a perfect independence of each other.

Is it any wonder that, in 1783, Jay wrote from England to Governeur Morris:

> No time is to be lost in raising and maintaining a national spirit in America. Power to govern the confederacy as to all general purposes should be granted and freely exercised.

The Dean of Gloucester in 1781 remarked:

> As to the future grandeur of America, and its being a rising empire under one head, whether republican or monarchial, it is one of the idlest and most visionary notions. . . A disunited people till the end of time, suspicous and distrustful of each other, they will be divided and subdivided into little commonwealths or principalities.

King George III., in 1783, expressly said, "I should think it wisest for both parties to to have only agents, (no minister plenipotentiary for the whole country,) who can settle any matters of commerce. That revolted state, certainly for years, cannot establish a stable government."

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, MAY, 1887.

E. E. HIGBEE. . . . . J. P. McCASKEY.

"Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE Chairmen of the Education Committees of the Legislature—Hon. John M. Stehman, of Lancaster, in the Senate, and Dr. Silas Stevenson, of Lawrence, in the House of Representatives—have been untiring in the proper discharge of the duties devolving upon them as chairmen of these most important committees. We take great pleasure in acknowledging their unfailing courtesy to the Department of Public Instruction. It is a matter of regret to the Superintendent that he has not of late been able to meet these gentlemen in consultation so frequently as he has desired, but what time could be spared from the immediate duties of his office has been spent in attendance at the bedside of a dying son.

THE venerable Marshall B. Hickman died at West Chester, Pa., on April 16th, aged 81 years. Mr. Hickman has been a Trustee of the West Chester Normal School since its foundation in 1871, and for the past six years has been President of the Board. He was one of the foremost and most successful citizens of Chester county. His interest in the Normal School, and his rare business ability, have done much to establish its splendid business management, and have also contributed very largely to its success.

THOSE of her numerous friends who read *The Journal*, will be pleased to know that Miss Patridge has returned to Pennsylvania, and will again give her best thought and energies to the Institute work during the coming season. Having regained her health and strength, both somewhat impaired by the strain of other duties, especially in the line of authorship, she returns to the field, prepared to take up either primary or grammar-grade work. She is a born teacher, and in her special lines of instruction, both in matter and manner, without an equal on the Institute platform. Address for terms and other information, Miss Lelia E. Patridge, Philadelphia, Pa.

CHOOSE THE BEST MAN.

THE large bodies of intelligent and responsible School Directors who are charged by law with the triennial duty of electing School Superintendents, will within a very few days assemble in convention in their respective localities, and we may be indulged in one or two suggestions bearing on the general result.

Aside from the technical scholarship and skill in teaching which the law imperatively requires, and without which commission could not properly issue, there should be the personal standing and weight of character that would command public confidence and respect, and enable the successful candidate to mould and influence public opinion all through his term of service, keeping it fully abreast of the times, and bringing its sustaining power to the support of educational progress, and of every intelligens effort made for the improvement of schoolt and teachers. The schools are of and for the people, and can only reach their highest success when enlightened public sentiment appreciates and approves and demands their right management.

The Superintendent is the leader of the educational forces of the county, and should be competent, through mental endowments, moral influence, knowledge of human nature and force of character, that no law can exactly define and no act of assembly can confer, but which every body can recognize and understand. Such qualities should be sought for as of the first importance. A mere perfunctionary compliance with the meagre letter of the law can never bring out the full capabilities of the office, or answer the end of its creation. The manner in which it is filled by the incumbent, and its capabilities demonstrated, is everything. The ablest and most efficient men that can be found should be pressed into the service.

It will also be borne in mind that the office was created for the public service, and not for the private benefit of the individual who may happen to fill it, except that the laborer is, of course, worthy of his hire; and the voting should be with reference solely to the best interests of the schools of the county regardless of other considerations that may be of wholly secondary importance.

No attention should be paid to the demagogue's cry of rotation for the sake of rotation, and there should be no ousting of one man merely because another man hap-

pens to want the place. When the officer in commission has been faithful and efficient, and his administration has given general satisfaction, because of his ability and devotedness to duty, re-elect him, no matter how long he has occupied the position. His personal knowledge of the condition of the schools and the professional status of the teachers in charge of them, would be of great value during the ensuing term, enabling him to carry forward the good work which he has so well in hand; and the county is entitled to the benefit of his experience. Education should be a continuous growth. The less its upward progress is interrupted by a change of teachers or of competent school officers, the better every way for the school children. A tree does not thrive any better for being pulled up by the roots and replanted every few years. Such changes would not be in harmony with the laws of its growth.

Without dwelling further upon this subject, we close with the hope that these numerous conventions will insure three years of greater progress and prosperity throughout all our borders than at any former period in our history.

THE DAY WE CELEBRATE.

SUGGESTIVE LETTER FROM GOVERNOR BEAVER.

THE observance of Arbor Day has been very general throughout the State. The interest manifested on all hands, and the universal sentiment of approval on the part of the public press, have been most gratifying.

Governor Beaver, in the spirit of his admirable proclamation, planted a number of trees on the river front before the Executive Mansion, and some fifty or sixty were planted by the officers connected with the different departments on Capitol Hill. A few miles south of Harrisburg, Col. James Young planted some 1282 on his fine farms near Middletown. And so it has been going, from centre to circumference.

The Arbor Day sentiment is steadily growing in all directions. April 14th was appointed as the date for Kansas, and it is stated that *a million trees* were planted on that day. Nurserymen of our acquaintance say that the demand for trees in Pennsylvania has been unprecedented. Many persons, owing to this fact, could not get the trees they wanted for April 22d, but they should not fail to plant on this account. The season for planting is still here, and it should be improved during the time that remains.

Let our school authorities everywhere aid the work to the utmost. Direct attention everywhere, from the Normal to the Primary schools, to the planting and care not only of trees, but also of seeds and nuts on a generous scale, so that an ample stock of fruit, shade and timber trees may soon be available for transplanting in every locality.

Some of the newspapers of our larger cities seem to forget that there has, during the past two years, been much Arbor Day work done in this State. The observance of the day was introduced into Pennsylvania in 1885, primarily through the agency of *The School Journal* and the Department of Public Instruction. *The Journal*, with that end in view, had, during the preceding year, made prominent the discussion of tree-planting and kindred topics. Governor Pattison, when consulted by the State Superintendent, suggested endorsement by the Legislature. Senator Harlan, of Chester county, foremost in the good cause, introduced the resolution authorizing the proclamation by the Governor; and the schools of the State, in response to an official circular from the Education Department, took the matter promptly in hand.

Over fifty thousand trees were planted on our first Arbor Day, and the zeal manifested was so great as to find honorable recognition in other States. and by the school men of Canada, as well as in far-off Belgium..

We are glad to notice also that Senator Harlan again, during the present session of the Legislature, presented a bill on forestry, showing that his zeal has not abated.

May we not confidently expect that our schools will redouble their efforts during the present and coming seasons, and that our school children in every district will ere long have pleasant school grounds, shaded with trees and bright with flowering shrubs, and attractive school-buildings covered with trailing vines?

The following very pleasant and suggestive letter from the Governor of Pennsylvania to Prof. Hunter, of the Birdsboro public schools, will be read with much interest throughout the State:

COMMONWEALTH OF PENNSYLVANIA,
EXECUTIVE CHAMBER,
HARRISBURG, *April* 23, 1887.

PROF. H. G. HUNTER, *Birdsboro, Pa.*

My dear Sir: Your letter of the 22d instant, conveying information as to the manner in which Arbor Day was observed by the High School of Birdsboro, has been received. I am grateful to the young people for the honor

which they have done me in christening one of the trees planted by them in my name. I am more grateful, however, not only to them, but to all the young people of the Commonwealth who have taken an interest in the observance of this most interesting of all our public holidays. There is perhaps no way in which we can so well repay the debt of gratitude which we owe to the past as by providing for the future in the planting of a tree. We can be very sure that, whether the hand which planted it be recognized or not, its shade or fruit will be a blessing to those who are to come after us. I sincerely hope that the exercises of yesterday, and the publicity which may be given to them, may inspire a more general desire on the part of all our people to engage in the observance of the day hereafter.

The practical results of yesterday's work were not confined to the mere planting of tree, and shrub, and vine, and flower. The educating influences of the day will go on and manifest themselves more and more abundantly as the years go by. Next year, if we should live to observe the day, will witness, I doubt not, a very much more general observance of it, and a greater pleasure on the part of those who take part in it.

I perceive, in reading the accounts of the observance of the day, that many schools were unable to find a location for planting trees in the school grounds. This, of course, will become more and more the fact as Arbor Day finds general observance. Let me suggest, however, as a thought for the next Arbor Day, that the scholars in our public schools, where the grounds are already filled with trees and shrubs, make provision for the planting of trees along the streets and highways by which our public schools are approached. A mere suggestion from them to the owners of the lands or lots that front upon the streets may be all that is necessary. In case, however, they should find persons unwilling to plant trees themselves, it may be that consent might be given to scholars to plant them and care for them thereafter. In that way the avenues of approach to our school houses might be beautified, and the children of future generations find grateful shade on their way to school. In order to make a success of such an effort, it would be necessary to begin early and work assiduously until the result was attained.

It is a matter of regret that so many of our schools adjourned without having made provision for the observance of Arbor Day. An effort will be made hereafter to issue the Proclamation naming the day in time to afford all our schools the opportunity of arranging for its celebration, even if the schools themselves may have closed.

Please convey to the pupils of your school, and accept for yourself, my grateful acknowledgments of the honor done me in the naming of the first tree planted by them, and also in informing me of the manner in which the day was observed by the Birdsboro public schools.

Very cordially yours,

JAMES A. BEAVER.

OUR NORMAL SCHOOL WORK.

ADVERTISING GOOD SCHOOLS.

WE are glad that the work of our State Normal Schools has been made a matter of public discussion. The present agitation will serve to advertise these schools, and give them a good opportunity to justify themselves, in the midst of severe animadversions, to a larger circle of educators in our State than ever before.

We are glad also that our Colleges have seen fit to take up the subject. It is well that they should, in some public way, recognize the subordinate yet massive educational activity of our common schools. They ought to confront themselves with the fact that this great Commonwealth of ours needs thorough common school teachers, fully as much as it needs lawyers, and physicians, and engineers.

We are quite sure also that no one will welcome the sympathy and aid of our higher institutions in the great work of elementary training more cordially than ourselves; and no one can more earnestly desire that sound scholarship and professional skill shall characterize the teachers of our common schools than we do. Indeed, to this end we have striven to give greater success to our State Normal Schools, with the clear conviction that they have a great mission before them in supplying the State with a body of teachers whose professional knowledge and zeal might serve to lift the teachers' profession to a higher plane.

The question now challenges us, whether the work of these schools is not antagonizing the very object of their organization? This is a serious question, and demands calm examination. Criticism here must do something more than merely assert that these schools are weak and useless, without gaining some clear knowledge of their character and work. They are open to the careful inspection of all educators in the State, and we earnestly invite the professors of our various Colleges to examine critically their course of study, the character of their management, and the general ability of their teaching force. Mere statements of opinions, mere impressions gained from some incidental intercourse with one or more of their graduates, and mere prejudice springing from the conviction that there neither is nor can be any such thing as a science or art of teaching, will not do in a matter of so much import.

We regret to find, in the present discus-

sion, an effort to condemn these schools on the narrow grounds of their seeming failure in regard to one who graduated from them. Every experienced scholar ought to see at once how vain it is to judge of a school or a system of schools from one or a few students once connected therewith.

Let us take the example offered in the present case. The writer declares that he "graduated from one of these schools in absolute ignorance of at least two required branches," using the term *absolute* "in its fullest and broadest sense." A mistake was made, of course, in permitting his graduation, for he must have been very ignorant of the other branches as well. Branches of study are so intimately related one to another, so inter-penetrate each other, that *absolute* ignorance of two would evidence at once a large body of relative ignorance of all the others. But assuming the truth of this wild statement, it does not by any means follow that the school was at fault. A large body of the graduates may have been far less ignorant than he was. It is a rare thing indeed to find a school, or college, or university, where one or more have not been graduated with an undiscovered amount of ignorance which would reflect more discredit upon the graduate than upon the institution. This style of argument has with us no weight whatever. We should regard it a very bold and arbitrary presumption to do away with our State Normal Schools upon such a slender accusation.

But the same writer says, "I do not remember a single method which I learned in the Normal School, which I put into operation as a teacher." This again is no assurance whatever that the instruction in methods was not good. The inference in this case is rather the opposite; for who could expect that one who had graduated in "absolute ignorance of two required branches" would be able to grasp the real philosophy of any method with sufficient clearness to put it into operation? And this the more, when in almost the same breath comes the declaration that his course was a perpetual cram, and "*not the study of methods.*" Methods not studied will not be put into operation. But was the trouble here that of the school or of the student? The writer gives the answer at once by saying that he "considered the Model School practice of no value whatever." I remember quite well of having a student in Greek, who unconsciously tried to bring discredit upon his teacher by parading his ignorance of the language, while at the same time declaring that all the while he considered the study worthless and insignificant. No doubt he is old enough by this time to know that *he* failed, instead of his teacher or the study.

This detail of private notions and opinions based upon such narrow data is a great evidence of weakness on the part of the student, rather than of the school.

But when it is said that the examinations of these schools are "little less than a farce," we have something more serious and tangible. For five years now, in succession, it has been my privilege to act as *ex-officio* chairman of the State Board of Examiners, and my convictions are quite different. How many college and academy and common-school examinations I have conducted during the past thirty-five years, I dare not enumerate; enough to have gained some little power of judgment in matters of this kind, at least enough to keep me from going through five years of farcical examinations without knowing it.

The examinations in each of the Normal Schools of this State consume from two to four days, are most carefully conducted, and are sufficiently severe to give as good a test as any examination can give. In very many of the schools the examination questions are published, to show the character of the test. For critical inspection of all who are interested, we have inserted in full, elsewhere in this issue, the examination questions of one of these schools as a fair sample of all. It must be borne in mind, however, that these examination papers cover little beyond those elementary branches which a teacher of our common schools ought to understand. Other examinations are held for advanced degrees, and take up higher branches.

But *questions* are only one side of our examination. The *questions* may not be farcical, but the answers given may be. Most of the examinations are in writing. Indeed, I have on file several series of answers preserved to compare from year to year, to ascertain more clearly any evidence of advance. I can only say unhesitatingly, that he who declares the answers given by the students to the questions proposed by the State Board of Examiners, as "little less than a farce," has not seen the papers, or else is incapable of passing an honest judgment thereon. But it may be meant that the State Board, in examining the papers, goes through a farce. This accusation will need much more proof than the mere statement of the writer referred to.

The standard of scholarship in the State

Normal Schools *has not been lowered*, and the statement that the Pennsylvania Normal Schools are weak in comparison with those of other States *is not warranted by the facts*. At least, from most careful observation and inquiry, I have convinced myself of the truth that we are not behind in this special work, but in the very front ranks. As yet, we have not reached the point we desire. Every annual report from the Department of Public Instruction has shown an earnest effort to advance; and advance we shall from year to year, without acting like children who too often smash things because, for a moment, they suit not their wishes or their whims.

E. E. H.

OFFICIAL DEPARTMENT.

DEPARTMENT PUBLIC INSTRUCTION,
HARRISBURG, *May*, 1887.

THE dates upon which the several Normal School Examinations will be held are given below. The usual circular giving names of members of the Boards of Examiners with instructions, etc., cannot be issued till after the election of Superintendents.

June 7.—Kutztown and Mansfield.

June 14.—Lock Haven, West Chester, and Bloomsburg.

June 21.—California, Edinboro, and Shippensburg.

June 28.—Millersville and Indiana.

ANNUAL SCHOOL REPORTS.

THE reports of the County, City and Borough Superintendents and of the Principals of State Normal Schools, for the current year, will be published in connection with the annual report of the State Superintendent, and in their preparation the following directions are to be observed:

1. Manuscript must be written on one side only.

2. With the exception of giving a brief account of important educational events, each officer may use his own judgment as to what to prepare for publication.

3. It is especially desirable that the reports be brief, and in no case should they *exceed* six hundred words.

4. It will facilitate the work of this Department very much to have the reports on file as soon after the close of the school year as possible.

TEACHERS AT INSTITUTES.

AN ACT authorizing and requiring Boards of School Directors and Controllers to pay the teachers employed in the public schools of the several districts for attendance upon the sessions of the annual County Institutes in their respective counties:

SEC. 1. Be it enacted by the Senate and House of Representatives of the Commonwealth of Pennsylvania in General Assembly met, and it is hereby enacted by the authority of the same, that all boards of school directors and boards of controllers shall be and are hereby authorized and required to pay the teachers employed in the public schools of the several districts within their jurisdiction for attendance upon the sessions of the annual county institutes in their respective counties.

SEC. 2. Compensation for institute attendance shall be based on the official reports made to the several boards of directors or controllers by the proper county, city or borough superintendent, who shall report the daily attendance of teachers to the respective boards by which they are employed, and such compensation shall be allowed by the directors or controllers and paid by the district treasurer to the teachers entitled to receive the same.

SEC. 3. Compensation as herein authorized shall not be less than the *per diem* pay for actual teaching; provided, that it shall not in any case exceed two dollars *per diem*, and shall be allowed and paid to the teachers in their respective districts for each day's attendance reported as aforesaid by the proper superintendent; and provided further, that a common school month shall consist of twenty days' actual teaching as now required by law.

Approved: The 13 day of April, A. D. 1887.

JAMES A. BEAVER.

DUTY OF SCHOOL BOARDS.

PUBLISHING ANNUAL FINANCIAL STATEMENT.

THE law entitled "An Act to regulate the publication of the accounts and financial statements of School Boards," should not be disregarded by Boards of Directors. It is as follows:

SEC. 1. That it shall be the duty of each board of school directors in the several school districts of this commonwealth annually, at the close of the school year, to place in the hands of proper auditors a full certified statement, itemized, of their receipts and expenditures for the past year, including the assets and liabilities of the district, of all kinds, with all books, papers and vouchers relating to the same, to be by said auditors examined, and if found to be correct, approved; such statement to be spread upon the minutes of the board of directors, and in a condensed but fully classified form *published by said board in not less than ten written or printed hand-bills*, to be put up in the most public places in the district, or, if deemed preferable, in the two newspapers of the county in which the district is situated, having the largest

circulation among the citizens interested; and for any neglect or failure to perform the duties enjoined by this act, the officers named therein shall be considered guilty of misdemeanor, punishable by a fine not exceeding three hundred dollars, to be paid into the school fund of the district in which the offense shall have been committed.

SEC. 2. That the publication of the accounts of school boards herein provided for shall be in lieu of all publication of said accounts now required by law; and all acts or parts of acts inconsistent herewith be and are hereby repealed. *Provided*, That the provisions of this act shall not extend to cities of the first class.

ITEMS FROM REPORTS.

ADAMS.—Supt. Sheely: With very few exceptions, the schools are doing excellent work this winter. Thus far not a single complete failure has occurred, though several teachers, through indifference and indolence, have come short of the full measure of their possibilities. Local Institutes have been held with the most gratifying results at Abbottstown, Arendtsville, Bendersville, Biglerville, Cashtown, East Berlin, and New Oxford. Teachers, directors, and parents are manifesting much interest in these meetings.

ARMSTRONG.—Supt. Stockdill: As a general thing our schools never did better work. Directors write to me: "Our schools never gave as good satisfaction." This is encouraging. We can now say that we have as good a school building in Kittanning as is to be found anywhere in the State. It is a grand one—with all the best improvements. It was a beautiful sight to see six hundred children march from their old buildings to the new one. The directors of Kittanning deserve commendation for selecting such a good plan and for so carefully overseeing the work of such a beautiful structure.

BERKS.—Supt. Keck: I have visited all the schools in the county, and most of them are doing very excellent work. Two new school-houses were erected in Richmond, and two in Maxatawny. These buildings reflect credit upon the directors. They are first-class in every particular, and are furnished with improved patent furniture and the natural slate. The Womelsdorf Board put a Webster's Dictionary into each school-house. Five Local Institutes were held in different sections of the county, and were largely attended by directors, teachers, and citizens generally.

BUCKS.—Supt. Woodruff: Joseph Fell, of Buckingham, the first County Superintendent of Bucks county, 1854-'57, died at his home March 11th, at the age of eighty-three. He was a teacher for thirty years, and had under his tuition at least five pupils who have since been Judges of our Courts—his son, D. Newlin Fell, of Philadelphia, and Judge Paxson of the Supreme Court, being among the number.

CLARION.—Supt. McNutt: During this month I have held nine examinations for common school graduates. Out of 79 pupils examined, 59 received diplomas. An evening meeting in connection with the examination was held at each of the following places: St. Petersburg, Monroe, Salem, Perryville, and Edenburg. These meetings were well attended by citizens and teachers, and good order and close attention prevailed throughout the exercises. The graduating system is a matter of interest in our county and is doing much to awaken a better spirit. Citizens in different localities are beginning to ask: "Why are there no graduates from our schools?"

CLEARFIELD.—Supt. Savage: At the recent commencement of the Lumber City High School, of which Prof. G. W. Oster is principal, there were fourteen graduates. A great crowd was present and manifested much interest in the exercises. We had the honor of addressing the class and presenting the diplomas. Lumber City is one of our enthusiastic school towns.

CLINTON.—Supt. McCloskey: The attendance at the Local Institutes held has been good. I believe these meetings are doing much good among the directors and patrons in the districts where they are held. I have visited all the schools once, and some twice. Nearly all have been taught successfully; only one was an entire failure. The Renovo High School will graduate a class this year.

COLUMBIA.—Supt. Grimes: The Local Institutes held at Benton, Canby, and Berwick, met with good success. The exercises were interesting and instructive, and the attendance good. The Catawissa schools had a Fan Drill and Chinese Tea party. A small admittance fee was asked. The net receipts amounted to about $100, which will be used in purchasing books for the library.

INDIANA.—Supt. Cochran: With the exception of Indiana, West Indiana, and Blairsville, all the schools of the county are closed. The prospects are that we will have numerous select schools throughout the county during the summer. Better have *a six months' term* in the public schools and give all the children a chance, not the "select" only. Our Normal School is full to overflowing with students. We had 18 graduates of this school in the county this year. Thirty-five per cent. of the teachers of the county have attended the school. Several new houses will be built during the summer, and numerous others reseated with patent furniture.

JUNIATA.—Supt. Auman: A Local Institute was held in Greenwood township during the month. The teachers and directors took an active part in the discussions. All the schools in the county have closed. A large majority of our teachers were earnest and faithful in the discharge of their duties, and success has crowned the pride and interest they have taken in their profession.

LEBANON.—Supt. Bodenhorn: All our schools, with the exception of Cornwall and Independent District, have closed. I consider the past term one of the most successful we have had during my superintendency. Pay schools have been opened in every township, with a

very good attendance—showing that our people would have been ready for a six months term.

SNYDER.—Supt. Boyer: All the schools closed the last week in March, excepting the graded schools at Port Trevorton and Selinsgrove. During the six months term of the graded school at Middleburg the pupils raised sufficient funds to purchase Irving's complete works. A literary society was organized and maintained with regular exercises every Friday afternoon; regular weekly dues supplied funds for books. H. S. Stetler, the principal of the school, did good work. Many exhibitions and public examinations have been held at the end of the term in different localities. The school rooms were crowded on these occasions. In some of the schools the pupils had prepared well-written letters, enclosed in envelopes and properly addressed to me, which I received when visiting the schools. Marked improvement in letter-writing was made.

SOMERSET.—Supt. Weller: Fifteen new school-houses have been built during the year, and patent furniture placed in twelve. More care has been exercised in the selection of school-grounds and in the planning of new buildings than ever before. Good work has been done by teachers and pupils.

SUSQUEHANNA.—Supt. James: Excellent work has been done in many of the schools in Physiology. Teachers come to examination well prepared in that branch. A brick school building is being erected in the Second Ward of Susquehanna at a cost of nearly $5,000. Many of the borough schools have increased their libraries during the winter; and at least five cabinet organs have been placed in schools during the same period.

UNION.—Supt. Johnson: The graduating exercises of the Laurelton and Hazleton schools took place this month. Sixteen pupils completed the prescribed course of study and received diplomas. Educational meetings were held in White Deer, Kelly, Buffalo, East and West Buffalo, Union, and Limestone townships. These meetings were well attended by teachers and citizens. A spirit of earnestness seems to pervade our teaching fraternity, and consequently the work done in the main has met with the approbation of the people.

ALLEGHENY CITY.—Supt. Morrow: Our annual Institute took place the last week in March, and as it was the first we ever held it gives me great pleasure to be able to state that our teachers regard it as the most successful Institute they ever attended. We formerly attended the County Institute.

BEAVER FALLS.—Supt. Knight: Our commencement exercises will be held May 16th, when we expect to graduate a class of fifteen.

BRADFORD CITY.—Supt. Stone. A new school building has been finished and occupied during the month, taking the place of the one burned a year ago. It contains eight rooms.

CHAMBERSBURG.—Supt. Hockenberry: The school board has purchased a lot, 80 by 175 feet, on which another school-house will be erected during the summer. Our schools will then be reasonably well supplied with good buildings.

DUNMORE.—Supt. Fowler: Our attendance is increasing so rapidly that we will be compelled to erect another school building this year. The schools are doing very well.

HAZLE TWP.—Supt. Williams: The night schools were closed March 18th, having been kept open eight months. Mr. R. L. Edwards, of Harleigh, the oldest teacher in our district, died on the 9th of March. He had been engaged in teaching for more than thirty years, the greater part of the time in this township. He was a faithful, earnest instructor, and esteemed by all who knew him. His funeral was attended by the teachers and directors in a body.

MCKEESPORT.—Supt. Deane: Friday, March 4th, was made the occasion, in all the schools, for general instruction in State and National government. Much interest was manifested by teachers and pupils.

OIL CITY.—Supt. Babcock: The citizens decided, by a large majority, to bond the city for an amount necessary to build two four-roomed brick school-buildings, one upon each side of the river. The lots are already purchased and the plans have been drawn. It is the intention to make these buildings first-class in every respect. The Smead system of ventilation and heating will be used in them.

PLYMOUTH TWP.—Supt. Gildea: The school board purchased four Yaggy's Anatomical Studies at the last meeting. The directors and citizens of this district, so far as heard from, are unanimously opposed to the bill now before the Legislature, relating to the adoption of uniform text-books for counties. While admitting that uniformity of text-books is most desirable and necessary, and that the existing law should be so amended as to read "five years" instead of "three years," they declare that the method of securing this uniformity, as specified in "House Bill No. 137," would result in the adoption of unsuitable books and in the defeat of the cardinal interest of our schools.

TITUSVILLE.—Supt. Streeter: At the close of the term an exhibition was given of all the work of all the pupils. The drawing shows better work than we have hitherto had, and the rest of the work thus far examined is good. Nothing brings out our people more than this, and nothing is better for pupils and teachers than the exhibition of these samples—the best they can do.

WILLIAMSPORT.—Supt. Transeau: At the last regular meeting of the Board resolutions and plans were adopted to build a school-house on West 3d street, containing six rooms on the first floor. The second story is to be fitted up especially for the accommodation of the High School, the main room of which will be 57 by 60 feet. To this spacious room are to be attached seven additional rooms for the use of assistant teachers, library, etc. The basement will be fitted up for the use of primary pupils during recess. According to the plans this will be one of the finest school buildings in this valley. During the last month nearly $200 were added to the library fund, being the proceeds of an entertainment held in the Academy of Music.

LITERARY DEPARTMENT.

AT the close of his particularly excellent chapter on Tennyson, in his "Victorian Poets," Mr. Stedman thus expresses his final estimate of the laureate's work:

"We find him objective in the spirit of his verse, but subjective in the decided manner of his style; possessing a sense of proportion, based upon the highest analytic and synthetic powers—a faculty that can harmonize the incongruous thoughts, scenes, and general details of a composite period; in thought resembling Wordsworth, in art instructed by Keats, but rejecting the passion of Byron, or having nothing in his nature that aspires to it; finally, an artist so perfect in a widely-extended range, that nothing of his work can be spared, and in this respect approaching Horace and outvying Pope; not one of the great wits nearly allied to madness, yet possibly to be accepted as a wiser poet, serene above the frenzy of the storm; certainly to be regarded, in time to come, as, all in all, the fullest representative of the refined, speculative, complex Victorian age."

Though written fully twelve years ago, and before Tennyson had written some of the worst poetry that ever flowed from his pen, the above judgment must still be accepted as generally true, and will probably stand as the final verdict of posterity; except that, since the appearance of "Locksley Hall Sixty Years After," to say nothing of several other recent poems, we must strike out the opinion that "nothing of his work can be spared." Whatever more the aged poet may write or not write in the few years of life he yet may have before him, the character and quality of that which he has already written during the more than fifty years of his active and honored career, are such as to leave his fame as one of the greatest poets of his age and country untarnished and untouched. His works form so large and so important a part of the literature of our language, and are so representative of the modes of thought, feeling, and expression, of the art, and the whole spirit, of the age, that a great part of the attention of every student of English literature must necessarily be given to them. Nor is it an unpleasant task; but one both easy and enjoyable; so much so, indeed, that there is probably today no poet in the language as widely and eagerly read by the general public, and as familiar to all classes of readers, as Alfred Tennyson.

It is therefore as great a boon to the general reader as to the literary student that Messrs. Houghton, Mifflin & Co., have recently published so thoroughly satisfactory an edition of this poet's complete works, up to 1886, as is their *Riverside Edition*, in six beautiful duodecimo volumes. To say that it is the work of the famous "Riverside Press" is sufficient guarantee of the accuracy of the text, and artistic excellence of the typography, paper, and binding. The contents of the volumes are as follows: *I and II. Miscellaneous Poems; III. Maud, In Memoriam, etc., IV. Idylls of the King; V. Dramas; VI. Becket, Tiresias, etc.* When we consider that this edition costs only one dollar per volume, it must be pronounced as unqualifiedly the best edition for the price in the market. The handy size of the volumes, the large, clear type, the good paper, and chaste binding, make it also one of the most convenient, useful, and at the same time beautiful editions published in this country. There is none other better adapted or more desirable for school and private libraries.

HIS STAR IN THE EAST: *A Study in the Early Aryan Religions. By Leighton Parks. Boston: Houghton, Mifflin & Co. Cr. 8vo., gilt top, pp. 292. Price, $1.50.*

Since Max Mueller published his "Science of Religion," and Dr. J. F. Clarke his "Ten Great Religions," both among the first successful attempts to popularize the comparative study of the religions of the world, the popular interest in that study has been steadily growing. This book of Mr. Parks, so handsomely printed and bound, is the latest contribution to the subject, and in some respects the most useful and satisfactory to the general reader, because of its engaging style and comparative brevity. No well-educated person wants to be or ought to be ignorant of those old religions, Vedaism, Brahmanism, Buddhism, Zoroastrianism, and the rest, which still are the faiths of tens of millions of men, and which, even if not divinely ordained means for the education of these millions up to the truth as it is in Christ, as the author is not alone in believing, yet have an important vital and historic relation to Christianity that needs to be more fully appreciated and understood than is now the case. The subject, especially as treated by Mr. Parks, is in no sense a dry or forbidding one. On the contrary, there are few intelligent persons who on taking up the book will not find it intensely interesting, full of facts that to most will be novel and surprising, suggestive, thought-arousing, and altogether as profitable as they are interesting. It is a work teachers will be thankful to have in their Teachers' Library, and many will be likely to want it for their private libraries as well.

AMERICAN COMMONWEALTHS: NEW YORK. *The Planting and the Growth of the Empire State. By Ellis H. Roberts. In two volumes. Boston: Houghton, Mifflin & Co. 12mo, gilt top, pp. 758. Price, $2.50.*

This is the fullest and most complete history yet published in this admirable and very valuable series, to the preceding seven volumes of which we have several times referred. In fact, it is a fairly comprehensive history of the great State of New York from its first settlement up to the year 1885. In this it differs from some of the other volumes, which aimed only to depict some special characteristic phase in the life of the commonwealths considered. It certainly is not the less valuable on that account. If Mr. Roberts has not the literary grace and charm displayed by the late John Esten Cooke in his "Virginia," nor the dash and iconoclastic zeal of Dr. Royce in his "California," this is a merit rather than a defect in this particular case; for he is writing neither about the Old Dominion rich in romantic associations, nor

of El Dorado with its golden fleece, but of enterprising, practical, business-like New York. His treatment, in method, spirit and style is in keeping with his subject, and with his own character as a typical New Yorker of the best kind. As such we, of course, expect a good deal of self-satisfaction, and considerably more praise than criticism, Yet Mr. Roberts writes with the evident desire to give a fair, sober and thorough account of his State; and on the whole he is successful. He has made a very readable and interesting book, and a reliable one as well. In the first volume he treats of the period before the advent of the English, and of New York as a British colony; in the second, of New York during the Revolution and as a State in the Union. And he has done so in a manner that makes his work a genuine contribution to our historical literature, and thoroughly up to the high standard of excellence thus far maintained by the series to which it is the latest addition. The whole series demands a place in every school library. Its value and importance to educators is exceptionally great and ever-increasing.

THE ELEMENTS OF CHEMISTRY: *A Text-Book for Beginners. By Ira Remsen. New York: Henry Holt & Co. 12mo., pp. 272.*

Another excellent chemistry, intended, like Mary Shaw Brewster's, for elementary instruction in this science. It is, however, less interesting, attractive, and free from dry technicalities than the latter, and in so far also less practical. On the other hand, it carries its instruction a little farther—more into detail—and so is adapted to scholars a little more advanced. Unlike the other, too, it is specifically a text-book, needing a teacher for its use. As a text-book, however, it will be found eminently satisfactory, while the name of Prof. Remsen as its author is sufficient guarantee of its thoroughness and reliability.

SOME CURIOUS FLYERS, CREEPERS, AND SWIMMERS. *By James Johonnot. New York: D. Appleton & Co. 12mo. boards, pp. 224. Illustrated.*

Appletons' "Natural History Series," to the "Intermediate Course" of which this bright and attractive book belongs, has already made for itself a national reputation. The present volume is not meant for a text-book, but as a supplementary reader. We should rather recommend it to a place in the school library. It is one of the books that most children will read if but the opportunity be given. And from its graphic descriptions and illustrations of curious birds, reptiles, insects, and fishes, the young reader will not only gain a large and valuable stock of accurate facts in natural history, but, what is even more important to a child, will also get the incentive to study and find out more of the wonders of animal life on our globe. Like the rest of the series, the book is a capital introduction to the more thorough study of natural history.

THE HISTORY OF FRANCE. *From the Earliest Times to 1848. By M. Guizot and Mad. Guizot De Witt. Translated by Robert Black. Profusely Illustrated. Vol. IV. New York: John B. Alden. 8vo. half morocco, pp. 465. Price $6 the set of 8 vols.*

This work, one of the best made sets of books Mr. Alden has ever published, is fast approaching completion. The eight volumes are expected to be ready in a few weeks. As it is acknowledged to be the best popular history of France in existence we need not again call attention to its merits, except to congratulate our readers on having it offered to them in so handsome and durable a form, and yet at so exceedingly low a price as to be within the reach of nearly everybody. It is worth more than double the price.

Two other sets of valuable books now issuing from Mr. Alden's press, to both of which we have before called attention, are *Alden's Cyclopedia of Universal Literature*, of which six handsome and well-made volumes are now ready, Fred. Douglass being the last name treated of in the sixth volume; and the *Ideal Shakespeare*, four volumes of which are finished. The former work will be found very convenient for handy reference; it is to be completed in about fifteen volumes, at the very low price of 50 cents per volume for the cloth, and 60 cents for the half-morocco edition. The Shakespeare is also issued in two styles, cloth, with gilt top, and half morocco with marbled edges. It comes out at the rate of about one volume a month, and the twelve volumes will be complete by September next. Each volume contains about four plays; they are well printed on good paper, in large type, and in a form as convenient as it is neat. The price for the set in cloth is $6.00, in half morocco $7.50. The same publisher's reprint of *Geikie's Hours with the Bible*, in six half-morocco volumes, is just completed at the low price of 60 cents per volume. This reprint contains all of the original edition, maps, illustrations, notes, and text complete. It is the best connected popular exposition of the Old Testament in the language, and deserves its immense popularity.

DAFFODILS. *By Mrs. A. D. T. Whitney. Boston: Houghton, Mifflin & Co. 12mo, unique binding. pp. 132. Price, $1.25.*

Rarely have we seen a more dainty and artistically beautiful book than this, with its unique and appropriate binding in delicate daffodil-cloth and parchment back, chaste stamping in gold, and perfect typography, on paper that is a delight to the touch and the eye. And the contents are worthy of so lovely a setting. For Mrs. Whitney's poetry is peculiarly delicate and *spirituelle;* of a high order of literary merit; and as sweet and pure in tone, as refreshing and cheering to the heart, as is the daffodil's faint perfume in spring grateful to the senses. As an Arbor-day token, or a Commencement gift, we can think of nothing more pretty and appropriate than this exquisite little volume of poems.

THE ECLECTIC GUIDE TO HEALTH, *or Physiology and Hygiene. New York: Van Antwerp, Bragg & Co. 12mo. pp. 189. With Plates and Illustrations.*

As the title-page informs us, the subject is treated "with special reference to the nature of alcoholic drinks and narcotics and their effects upon the human system, and in accordance with the requirements of the Woman's Christian Temperance Union." Of the multitude of books having the same purpose, it is hard to decide on the relative merits of each. Some, of course, are of little value. Others are of a high order of merit, many of them about equally so. This book belongs to the latter class. It has decided merit, and some advantages over most others. Its specially valuable features are the generally plain and untechnical language, the full glossary at the end of the volume, and the exceptionally good cuts and colored plates. Its mechanical make-up, paper, type, and binding are superior. It is a book well worth examining by those in need of a new Physiology and Hygiene.

MUSIC, as a science, treats of the various signs and characters which are the symbols of musical thought, passion or emotion, and includes a knowledge of the principles of constructing a melody with regard to symmetry and form, and the successive combinations of tone to produce harmony. As an art, it teaches the proper use and application of all these characters and principles, in accordance with prescribed rules, so as to give a truthful and consistent interpretation to musical ideas. A tone is a musical sound which is produced by the even and uninterrupted vibration of some sonorous or elastic body in the air. In all singing, a tone is *breath made vocal*, consequently, the more breath, other things being equal, the more tone or voice. The words "tone" and "noise" are specific terms, the former meaning a musical sound, and the latter merely an unmusical sound. "Sound" is a general term applied to either. Singing consists in a prescribed utterance of tone, combined with a clear and distinct pronunciation of syllables and words, and in a consistent rendering of the music—called expression. The scale is a series of eight notes arranged in a prescribed order. The pitch of tones is represented in music upon what is called a staff consisting of five parallel lines, and the four spaces between them, making nine "degrees." *One* of the scale may be written on any degree of the staff, while the other notes must follow in regular order; notes written on the lower degrees represent lower tones; those on the higher, higher tones. *One* of the scale always determines the key-note.

SWINGING 'NEATH THE OLD APPLE-TREE.

From "THE SINGER." Per. BIGLOW & MAIN, New York.

1. Oh, the sports of child - hood! Roaming thro' the wild - wood, Running o'er the mead - ows,
2. Sway - ing in the sun - beams, Floating in the shad - ow, Sail - ing on the breez - es,
3. Oh, the sports of child - hood! Roaming thro' the wild - wood, Sing-ing o'er the mead - ows,

hap - py and free; But my heart's a - beat - ing For the old time greet - ing,
hap - py and free; Chas - ing all our sad - ness, Shout - ing in our glad - ness,
hap - py and free; How my heart's a - beat - ing, Think - ing of the greet - ing,

Chorus.

Swing - ing 'neath the old ap - ple tree. Swing - ing swing - ing,
Swing - ing 'neath the old ap - ple tree. Swing - ing, etc,
Swing - ing 'neath the old ap - ple tree. Swing - ing, etc.

Swing - ing,

Swing - ing, swing - ing, Lull - ing care to rest 'neath the old ap - ple tree,

Swing - ing, Swing - ing 'neath the old ap - ple tree,

Swing - ing, swing - ing, swing - ing, swing - ing, swing-ing 'neath the old ap - ple tree.

Swing - ing, Swing - ing, Swing-ing 'neath the old ap - ple tree.

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THE
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TEACHERS in one of the grammar schools in the city of Elmira having been greatly exercised over the problem of the vicious reading constantly found in the hands of the pupils, it was finally resolved to try to counteract it. The following plan was adopted by way of experiment:

With about fifty dollars "desk money," which we had on hand, we bought books (seventy-five volumes) adapted to pupils in five, six and seven-year classes. These were placed in the four rooms in which the pupils recite, and the children allowed to help themselves. Any one is allowed to leave his seat, in a large study-hall holding 265, get a book, take it to his desk and enjoy it to his heart's content, solely on condition that he first get his lesson. Now, after six weeks, I am able to say something as to the result. Teachers all agree that the effect is most salutary. The bad reading has disappeared from the pockets of the boys. Lessons are, as a rule, better. The order has improved; there is less inclination to play. A few troublesome boys have become so changed we hardly know them. In only a very few instances has the privilege been abused. Pupils are not allowed to take books home with them, but have 20 minutes before each session of school, when they may enter the school-room and read. The books purchased consist of stories (the best), travels, biographies, historical sketches, etc.

The board of education are so well pleased with the result, that they have raised the money to buy books for all the schools. These books, too, will be used as "class libraries" only. Reproduction work becomes easy now, for pupils are not backward in telling what they have read. The chief virtue of the plan is that as pupils are promoted they come into possession of a new library in the higher departments.

PROF. ASAPH HALL, of the Naval Observatory at Washington, has given much attention to determinations of the parallax of the stars, from which their distance can be ascertained. His results indicate in general greater distances than previously supposed. Thus the star sixty-one Cygni, hitherto given a parallax of half a second, is now found to have only about a quarter of a second. To appreciate the significance of this, it must be remembered that the parallax of a star is the angle between two lines drawn from it, one to our sun and the other touching the earth's orbit. These two lines diverge to the extent of ninety-three millions of miles, and yet the angle between them is only a small fraction of a second. A second is an angle much smaller than is generally appreciated. If a circumference of a circle is divided into five hundred and seventy-six thousand equal parts, and from two adjacent points of division lines are drawn to the centre, they contain an angle of one second. Now take one-quarter of this, and extend the lines till they have become distant from each other a distance equal to nearly a hundred million miles, and we have the case of a star. It is useless to give the distance in miles, for it would be something like seventy trillion. This is one of the nearest of the stars, and so far as we know may represent the average distance between the stars themselves, except in some of the clusters. It takes light ten years to cross the space; sixty-one Cygni

is a double star, the two parts revolving about each other in accordance with the laws of gravitation. Knowing their distance from us, and the time it takes one to revolve around the other, it becomes possible to find their mass. So that, in spite of the great distance, we know approximately the weight. It is lighter than our sun.

WRITING lines is the penance Harrow boys do for all their sins, in and out of school. If a boy is late for school, he writes lines; if he misses "bill," he writes lines. If the lines are not finished at a stated time, their number is doubled. There was one clever boy who escaped writing half the ordered quantity; and the masters tell the story of how he did it to this day. He was an untidy boy and was often taken to task for his carelessness and disorder. One day his master, who had very dignified and impressive manners, and who always said "we" instead of "you" when talking to the boys, found occasion to reprove him. "We do not look very clean," he said, with much severity. "We have not washed our hands this morning, have we?" "I don't know about yours," was the impudent boy's answer, "but I've washed mine." "Ah!" said the master, "we are very impertinent to-day. We will have to write a hundred lines before the next 'bill.'" When "bill" time came, the master sent for the boy. "Have we written our lines?" he asked. "I've written my fifty," the boy answered very promptly, handing in his paper; "but I don't know whether you've done your half!"—*St. Nicholas.*

AN energetic teacher came to school with her arms laden with hazel boughs. "What are those for?" I asked. "Oh! I thought the children would like to see the curious little seed-pods and hear them snap," was the answer. "I thought the children would like to see." Are there not ever so many things your pupils would like to see that you have never thought of showing them? Do take something entirely new to the class to-morrow. For a few moments before the regular school work let the children look at and talk about this new thing. A sandal-wood fan interested the little folks in one school for a whole day. It was shown in the morning, and after a few facts had been discovered in reference to it the fan was laid in the teacher's desk. Pupils who did their writing and number work well were allowed to go to the desk, without special permission, and examine the novel object. Before school was dismissed every child had become acquainted with something hitherto unknown to him; and who shall say that his mental horizon was not enlarged? Scan the papers with a view of telling your school some interesting facts from that source.

Virginia Ed. Journal.

THE principal of a school has many opportunities to impress his personal character upon the pupils under his charge. If he is the right man for the position he should do some teaching in every room during the year, and thus learn about the work of each class, and come in contact directly with every pupil in the building. What he teaches at such times might be the oral work, or he could, with profit, take up subjects not laid down in the usual couse of study, but which are of special importance. These subjects are of course equally appropriate for all schools. The following are offered as suggestive: habits of neatness, habits of politeness, habits of obedience, punctuality, how to become strong and healthy, the newspaper, of what use to a pupil is a knowledge of arithmetic? a pupil's best friend, good books for the children to read, what leads to business success, temperance, wise economy, good companions, the labor question, true beauty, the value of a good home, our duties to our country, etc.—*American Teacher.*

I THINK that to have known one good old man—one man who, through the chances and changes of a long life, has carried his heart in his hand like a palm branch, waving all discord into peace—helps our faith in God, in ourselves, and in each other more than many sermons.—*G. W. Curtis.*

THE living issues of each generation must be met by living men, working in the spirit of the worthies of the past.—*The Student.*

THE press of the country has teemed with generous tributes to Mr. Beecher, fully recognizing his genius, his eloquence, his patriotism and his far-reaching influence as a preacher and reformer. He was without doubt the greatest pulpit orator of his age. The *Christian Register* justly remarks: "Mr. Beecher's eloquence was not of the grandiloquent or orotund type. It was conversational, dramatic; it gleamed with wit and humor or dropped into pathos; it soared on the lofty wings of the imagination, and swooped down again into anecdote and illustration. His discourses were

full of windows that let in the light, and some of them set in stained glass which glowed with beautiful imagery."

As a matter of fact, more copies of standard authors are sold to-day than ever before in the history of the world, and more people are reading these writers intelligently and with deep and increasing enjoyment. The students of Dante in this country, for instance, are to be numbered by the hundred where they were formerly numbered by the score. Shakespeare has a multitude of lovers in the most remote and secluded corners of the land, who find in a lifelong devotion to the great dramatist those joys and that stimulus which their meagre surroundings cannot yield. So wide-spread is the desire for knowledge, in spite of the apparent materialism of American life, that one is never surprised to find a man in some remote Western town who knows Plato by heart, or a miner in some wild camp who carries the Iliad in his pocket. Nothing was wider the mark in Mr. Grant Allen's humorously inapt description of American scenery, recently published in the *Pall Mall Gazette*, than the statement that scholars and men of culture do not live outside of cities in this country. If Mr. Allen had made a misstatement of fact, for instance, in his interesting "Life of Darwin," he would very likely have had his attention called to the error by some resident of a remote western town of which he had never heard even so much as the name.—*Christian Union.*

Some years ago, when I had the personal superintendence of certain large schools, a plan was adopted for teaching reading which proved very successful. When the teacher took the more advanced classes in the school for a reading lesson, he was not allowed to have any book in his hand. The children were told that they must, each of them, read the passage which came to their turn in such a manner as to be perfectly audible to the teacher, and with such inflection as to convey the sense of the passage. When any child failed to make the teacher hear, he had to read the passage again and again till he succeeded in making himself heard. In the same manner with respect to the meaning of the passage read, if a child failed in the first instance to convey the meaning, he was made to try once more; if he failed a second time, the teacher was told to call for a child who could give the meaning, and so the process went on till the meaning was correctly conveyed. This system was the means of exciting a great deal of emulation, and of bringing out the intelligence of the pupils. They were all eager to show how well they understood the passage before them. As a proof of the success of the system I am speaking of, our first class went to Exeter to take part in a reading competition, and carried off all the reading prizes. Their reading attracted considerable attention, and the judges were eager to know where the boys had been trained. I must add that for the success of the system the school must be kept quiet,—only one class being allowed at the same time to have a reading-lesson.

Dr. M. D. Hodge tells of two Christian men who "fell out." One heard that the other was talking against him, and he went to him and said: "Will you be kind enough to tell me my faults to my face, that I may profit by your Christian candor and try to get rid of them?" "Yes, sir," replied the other, "I will do it." They went aside, and the former said: "Before you commence telling what you think wrong in me, will you please bow down with me and let us pray over it, that my eyes may be opened to see my faults as you may tell them? You lead in the prayer." It was done, and when the prayer was over the man who had sought the interview said: "Now proceed with what you have to complain of in me." But the other replied: "After praying over it, it looks so little that it is not worth talking about. The truth is, I feel now that in going around talking against you, I have been serving the devil myself, and have need that you pray for me, and forgive me the wrong I have done you." Dr. Hodge tells the story very well, and here and there in almost every community is a man or woman who might profit by it.

How much happier life might be if minds could be trained to forget past trouble. How hard it is to avoid listening and liking to listen to scandal about our neighbor. How tame life would be without troubles and difficulties to overcome. How few value or cultivate a good pair of legs and lungs. How the old are forgotten by the young. How unfortunate that so many of the aged should make themselves unattractive and even repulsive to the young. How strong we feel when we have never been sick. How many men and women are there without a weak spot somewhere? How whiskey does bring out a man's true nature and show the make-up and artificial side of moral charac-

ter. How much better is a "dog's life" than the lives of some men and women. How few new brooms, after all, sweep clean, unless there is a clean sweeper behind them. How sorry some people are for faults which they will commit to-day or next month.

THE CIVIL SERVICE AND THE PUBLIC SCHOOLS.*

BY T. P. BALLARD.

THE fundamental consideration which prompts our political scientists to urge the reform of the civil service, is the commanding necessity at this time of the development of the powers and functions of our executive systems. It is no doubt true, that we have neglected, more than other countries, the study of the science of administration. In our national growth hitherto, as a number of writers have shown, we have been chiefly concerned with acts of legislation—framing constitutions and drafting codes of laws. It may be difficult enough to make laws. It is a greater task to enforce them. Shakespeare says, "I can easier teach twenty what 'twere good to be done than be one of twenty to follow my own teaching."

The National civil service of which the President is the head, each State civil service of which the Governor is the head, and each Municipal civil service of which the Mayor is the head, needs, much more than in the past, to be strengthened at the hands of the people. The political problems of the immediate future appeal for solution more to our administrative than to our legislative system. There is urgent demand for us to learn how we can enforce laws that govern the purity of the ballot, that restrain intemperance and gambling, that preserve public rights involved in our railroad, telegraph and other corporations; how to maintain the supremacy of law in this ominous warfare between labor and capital, against the despotism of a plutocracy and the desperation of a proletariat, against all pernicious forms of socialism, communism and anarchism. Never in the history of the world has government been called to tasks of administration so vital.

The need of reform of civil service is fundamental to these and should be secured first. It would be just as great folly for us to expect the execution of proper laws affecting these questions before our complex systems of civil service are adequately organized and manned, as it would be to go to war with a great power with an incompetent military service.

The arguments in favor of the reform are so strong and appeal so directly to the patriotism of our people, whose judgments have always been worthy of highest confidence, when they understand an issue, that I take it for granted it has come to stay; that the competitive system of examinations will triumph over political favoritism, unless a party in power that wants all the offices, is willing to pay all the taxes. This is a government of the people, for the people, and by the people, and not of a party, for a party, and by a party.

Examinations for the civil service will determine two things: first, the general fitness of the candidate; second, the special fitness. This general fitness, or education, should be possessed by all citizens, especially by all in the employ of the State. There will be special requirements for different offices. The examination for office of a printer may differ in some respects from that for a clerkship. It may not be the function of a common school to give this *special* training, but it is unquestionably its function to give the *general* training. The State as educator employs over 227,000 teachers, which exceeds the number of all our lawyers, physicians, clergymen, and journalists combined. It spends over $100,000,000 annually. This is a vast system and a large expenditure. The result should be substantial and worthy of the confidence of the State, the citizen, and the child. The State as *employer* is bound in the highest honor to itself, the taxpayer, and to the pupil, to show confidence in its own system of instruction. There has been no little criticism against making the common school education part of the test for civil service appointments. Is it not a great injustice for the State as *teacher* to take twelve years from so important a period of a child's life, holding out the assurance that the education during these years is the best possible for the duties of the future, and when, as employer, it determines the competency of its own servants, to ignore its own work?

What then, we ask, is to be the permanent and practical relation of our common schools to the civil service of the future? It is plain that the function of the teacher in the eye of the State must be directed to laying the foundation for citizenship—a train-

* Read before the National Superintendents' Association, Washington, D. C., April, 1887.

ing broad enough to include the physique, the intellect, and the entire character of the pupil. This education ought not to differ from an education the State might justly require in all civil servants. The best general training for the civil service should duplicate the best general training for citizenship. There is necessity to impress upon this audience the high need of intelligent citizenship. General Grant has said, "where the citizen is the sovereign, and the official the servant, where no power is exercised except by the will of the people, it is important that the sovereign—the people—should possess intelligence. The free school is the promoter of the intelligence which is to preserve us a free nation."

Momentous question this: How to train the American citizen for the great duties and problems of the future. The State through the schools must do its utmost. The entire work of public education must converge to this great end. If it is accomplishing this purpose, the State must put the seal of approval on the result. If it is not, the system should be abandoned, or the course of instruction remodeled. The large jury will be the body of American citizens who have had this training, whose intelligence will finally determine the value of the school and of its course of study. Civil service reform should preëminently command the support of our school men. I am not able to see any act of the government in recent years which will contribute more to the interest of popular education. It is simply the assurance of the State to all boys and girls in our schools that if they work well and faithfully they will have an opportunity, so far as it is concerned, to gain honor and position; this encouragement will stimulate in every school-room well directed and practical effort. As Sir Charles Trevelyan wrote to Mr. Eaton concerning the British system: "The opening of the civil and military service, in its influence upon national education, is equivalent to a hundred thousand scholarships, because, unlike such rewards in general, they are offered for the encouragement of youthful learning and good conduct in every class of the community."

It is proper here to recall the functions of citizenship towards which our school-boy journeys. At the age of five or six, he enters school. For twelve years or more, he pursues a course of reading, grammar, geography, arithmetic, etc. He is under a corps of pains-taking and faithful teachers. They are as ready, I believe, as any body of officials to do disinterested work for the sake of the child—for the sake of the State. The boy has scarcely left the door of the school for the last time when the State invests him with all the duties and responsibilities involved in our universal suffrage.

He is an *individual citizen.* In that unseen realm of his own consciousness, there is a government whose secret workings are beyond the penetration of all the world. As Whittier says:

> "Stand still, my soul, in the silent dark
> I would question thee,
> Alone in the shadow drear and stark
> With God and me.
> What, my soul, was thine errand here?
> Was it mirth or ease,
> Or heaping up dust from year to year?
> 'Nay, none of these!'"

In the silent presence of his own soul he must make and enforce law. He confronts all the forces which drag him to poverty, ignorance and chaos. The laws of his own worthiness he must maintain, repeal, or disobey. "Conviction," Carlyle says, "is worthless to him unless it converts itself into conduct." There will be long and stormy struggles before he will be able to make his conduct bend to the mandate of a manly and urgent resolve. He must defend inalienable rights or abdicate; he must meet social and political obligations or perish—to which end the school has taught him reading, grammar, geography, and arithmetic.

He is a citizen of a *City.* He faces the problem of municipal government. The city as an organic political unit has a local self-government it must maintain. It has duties to the commonwealth, and duties to its citizens. It may be difficult for our voter to see that the ballot which bears his command to pass an ordinance is heeded; it will be more difficult to see that his command to enforce it is heeded. His citizenship already confronts the needs of its civil service in relation to all the antagonisms which threaten the morality, the credit, the intelligence and prosperity of our municipal growth. To this end the schools have taught him reading, grammar, geography, and arithmetic.

He is a citizen of a *State.* He enters upon the weightier problems of his commonwealth. It is an individual unit with thirty-seven others. His vote here must maintain a government with rights to defend and obligations to render. Upon his franchise hang dangers of centralization on the one hand and disunion on the other.

Bribery at the ballot and in the Assembly, neglect of duty at the Primary and at the Capital, threaten its integrity and his liberty. Patriotism, home, friendship and humanity, his own destiny and that of his people, inspire and fortify him.

For all this the schools have equipped him with grammar, reading, geography, and arithmetic.

He is a citizen of the *Nation*. He votes now for laws demanded by needs of our increasing population. He has before him problems of tariff, of labor, of finance, of foreign and domestic policy. Above the din of party strife, above the clash of public with private interest, above the clamor of the demagogue and the greed of the spoilsman, he bears in his hand a ballot which, *gratia Dei*, is to summon to victory the far-reaching struggles of a nation, and establish happiness and peace in the homes of a law-abiding and free people. To which end he has studied reading, grammar, arithmetic, and geography.

Let me not be misunderstood. I do not wish to depreciate the good of our schools. While there has been much criticism of the civil service, there has been considerable recent criticism of the public schools. Our educators recognize their defects and are ready to make and receive criticism in their work. Among the most exacting judges are school men themselves. Let me quote briefly:

Dr. Wm. T. Harris has recently written: "I came to detest them (*i. e.* the city schools) very bitterly because I loved individual freedom and hated mere forms as such. I desired to come at the substance of the study and grudged the time wasted over the mechanism of it."

Ex-President Andrew D. White testifies: "As a matter of fact, we have made no such progress in extinguishing illiteracy as has been made in Germany. England, France, and Italy even, are rapidly developing a system of public schools far more complete and better thought out than any we can show, save possibly, in two or three of our States."

Dr. G. Stanley Hall says: "The danger of the 'old' in our present system is complacency and routine; and it may be well to ask ourselves whether such a system is not on the whole better adapted to educate henchmen of political and other bosses, civil and religious, than freemen, and breed actual distrust for books and mental culture by cram."

President E. G. Robinson has given this warning: "The weary months spent on grammar were even worse than wasted; they did me permanent injury."

Again: "To the teachers into whose hands I fell during the first sixteen years of my life, I find it impossible to be grateful, while for the services of others my grateful emotions have not always been irrepressible."

This is from President J. H. Seelye: "It is enough to note that the education to which we are giving such prodigious energy, instead of destroying the real perils of society, does not even diminish these, but suffers them to increase enormously."

E. E. Hale sums up: "My experience with schools and with the college teaches me to distrust all the mechanism of education."

The Journal of Education criticises as follows: "We have little patience with those who charge the profession of the day with arrogance; the danger lies in the other direction—lack of confidence in the dignity, influence, and national importance of the teachers."

These represent some of the distrust of our public education. There is a distrust on the other hand of the competency of the civil service, based as it is largely on corrupt methods of professional politicians. The politicians ignore the school system largely. They have not only used it for dispensing patronage, but have ridiculed the project of making its course weigh in the choice of men for the services of the State. The educated classes again complain loudly, and with reason, of the corruption of politics, and are not only becoming indifferent to official life, but seriously, if not criminally, neglectful of their duties of citizenship. It is a common remark: They avoid the primaries. In the decisive judgments which determine men and methods, too often the worst elements dictate. Sovereign power threatens to fall into the hands of a minority, among whom are open violators of law and enemies of good government. How shall these things be corrected? We have found the need of the civil service to be an intelligent citizenship, and the great end of the schools is to educate for that citizenship. The State is at the head of the one as teacher, at the head of the other as employer. It should so conduct the schools as to supply the service, and should so conduct the service as to stimulate and guide the work of the schools. Mutual confidence in both is greatly to be desired. Mutual distrust is a very serious

evil. Here in these civil service examinations, when conducted in the most thorough manner, will be revealed both the confidence and the distrust.

Are the schools doing their part to establish this confidence? We answer readily, "Yes." There has been a remarkable stimulus in educational life during recent years. A steady work of reform is going on, of which the public and the State are largely ignorant. Our schools are gradually emerging from the old mechanism of the past, in which the course of study and text-books were the first consideration and the child's development subordinated, to a more rational process which makes the child and his future in relation to himself and to the State the controlling consideration.

As Dr. Stanley Hall says: "The new education holds there is one thing in nature and one alone fitted to inspire all true men and women with more awe and reverence than Kant's starry heavens, and that is the soul and body of a healthy young child."

Let us note a few of the salient points in the work of this reform. As to *Reading*, in the old method the pupils were merely taught how to read: in the new a taste for reading is being developed. A pernicious class of books and periodicals is sapping the morals of the people. We want a citizenship that will read, and that, too, what is worth reading. This, perhaps, is the most fruitful work of the schools. Valuable teacher is he who sends the pupil out into the world with a taste for good books that will last him through life.

In *Grammar*. There is reason for the defence of technical grammar. We cannot sacrifice exactness or ignore the mandates of the Queen's English. There is a victorious contest waged against the repeated process of spreading a sentence on a cold blackboard, and then cutting off its head, its hands and feet, until the life is all gone; taking up each member and scientifically determining elements of the first class, of the second class, third class, predicate and attribute, etc. Such routine methods imitate post-mortem examinations, which have their place, but a subordinate one. The pupils are now taught how to put ideas and life into words rather than how to take the life out of words.

In *Geography*. Pupils are not required as much as formerly to memorize the names and locations of all the capes, bays, mountains, and rivers on the face of the globe, but this branch is made the foundation to an extended course in history, in which, after a certain stage, geography is used more and more as the dictionary, to be referred to and not studied. The importance of history is becoming more and more recognized in the solution of our political and social problems.

In *Arithmetic*. If the child's reading is giving him the companionship of other men for the benefit of his own development; if his grammar is enabling him to put his own ideas into language for the benefit of others; if history and geography are giving him experience, his mathematics trains for *sound reasoning*.

In fine, reasoning helps him to *get* ideas, grammar helps him to *give* ideas; geography and history enlighten his judgment from the past; mathematics, for the present and future.

In addition to drawing, music, and other branches which are increasing the efficiency of the schools, let me make a plea for the elements of political science. Every child should leave the grammar school with some idea of the duties and functions of a *voter*. The whole trend of this discussion I submit as an argument in favor of incorporating it into our common school education.

These are but few of the reasons that can be offered to show that the schools are not only winning but are worthy of the largest confidence of the State.

While our Congress has been persuaded to vote millions for external defence, are not the rumblings which are being heard among our masses ominous premonitions of a great contest for the future? Is there not need for much greater expenditure on our common schools for internal defence, and to retain the best men and to secure the best aids and methods? Our schools are proving their competency to grapple with these larger questions of State and Nation. They must be upheld. The State cannot afford to neglect their growth or ignore their work. Our educators may look to these civil service examinations as some measure of the test of the confidence of the State, and the State can look to them as a measure of the practical value of the schools.

We must not hope to be mowers,
  And to gather the ripe gold ears,
Until we have been sowers,
  And watered the furrows with tears.
It is not just as we take it,
  This mystical world of ours;
Life's field will yield, as we make it,
  A harvest of thorns or flowers!

—*Alice Cary.*

THE STUDY OF BOTANY BY YOUNG MEN.

IN the *Swiss Cross*, Dr. J. F. Adams takes the ground that botany, so far from being "one of the ornamental branches" of education "suitable enough for young ladies and effeminate youths," ought to be ranked as "one of the most useful and most manly of studies." He gives the four following reasons, supporting them by detailed argument:

"*The study of Botany is an admirable mental discipline.* Any education is defective which includes no training in the scientific method of study; that is, in developing the powers of careful, minute observation and comparison in some departments of nature. By this means is acquired the habit of investigation, or the seeking out of nature's mysteries by the use of one's own senses, instead of trusting wholly to the observations of others. This method of study may be learned through any branch of science; but botany presents this advantage, that it can be pursued with less inconvenience and with less expense than any other.

"*The study of Botany promotes physical development.* The botanical student must be a walker; and his frequent tramps must harden his muscles and strengthen his frame. He must strike off across the fields, penetrate the woods to their secret depths, scramble through swamps, and climb the hills. The fact that he walks with an earnest purpose, gives a zest to these rambles; and he comes home proud and happy from his successful search for botanical treasures, with a keen appetite and an invigorated body and mind.

"*The study of Botany is of great practical utility.* It is an essential preparation for several important pursuits. The physician and pharmacist need to have a practical knowledge of those plants which are used as medicines; and, if this knowledge is not acquired in early life, the opportunity never afterwards presents itself. For the protection of our rapidly-dwindling forests, the services of many skilled foresters will soon be required; and the forester must be a practical botanist.

"*The study of Botany is a source of lifelong happiness.* Whatever may be one's station or pursuit in life, it is a great thing to have an intellectual hobby, which will afford agreeable and elevating occupation in all leisure hours. Botany is one of the best of hobbies. It can be studied out of doors from early spring till the snow falls: and even in winter there is plenty to be done in the analysis of dried specimens and the care of the herbarium.

"For these reasons it is obvious that the study of botany is peculiarly rich in those elements which conduce to a vigorous mind and body and a robust character. It is therefore pre-eminently a manly study, and an invaluable part of a young man's education. The student may rest assured that the time and effort devoted to it are well spent; for the result will be to make him a wiser, stronger, more useful and happier man."

MISS G. V. R——'S SCHOOL DISCIPLINE.

BY JOHN R. DENNIS.

I TAUGHT school first in a small red building at a four corners; it was "the school house in Deacon Smith's district," as the minister described it in giving out the appointments for prayer-meetings. The building lacked every element of beauty, of course—most school houses do. The trustees charged me to "be careful of the property, or else the boys would tear the whole consarn down." To prevent this everything was made strong: the desks and seats were of thick planks; the desks were fastened to the floor by putting a block four inches square on each side of the upright part. These blocks seriously interfered with marching and walking in the aisles; every day some pupil stumbled. But the trustees seemed to fear that even these blocks would not prevent the boys from tearing up the desks; so I stayed in the building every noon in order to "protect the property."

My next school was in a nearly new building; I left each noon to go to my boarding house. My departure was the signal for pandemonium to set in, and I often thought of Scott's lines:

"At once there rose so wild a yell."

In due course of time the superintendent made his appearance; his examination was brief, but he was satisfied I was doing thorough work. In addressing the pupils he said: "I am well pleased with all but one thing: you don't take good care of the desks; they are badly scratched and marked up. This new house will soon be like the rest. Boys, I wish you could see what boys Miss R. has, and how they keep their desks."

I was more interested than the boys were. From the superintendent I learned that Miss R. kept school six miles up the river, and I determined to visit her school on the following Friday. The day found me on the spot, and I was surprised by what I saw.

The building stood back about seventy-five or eighty feet from the neat fence in front. There was a grate and a wide walk covered with flat stones. At each corner of the building was a sort of low tower; in one the boys entered; in the other the girls. The teacher's desk I found between the doors; at that desk was a woman of pleasant aspect, probably thirty-five years of age. She rose as I came in and, smiling pleasantly, offered me a chair. I began a critical survey of things, and my first feeling was, "Well, Miss R. has civilized beings for her pupils; that is the secret of her success." Then I fell to wondering why her pupils were of better stock than mine; I could see no reason for it, and reluctantly came to the conclusion that the difference was caused by the teacher.

I could see that the pupils were managing themselves; that they respected and loved their teacher; that they cared for their books, clothes, and school property. When recess-time came I put the inquiry, "How have you done all this?" for the building was not only neat, it was adorned. The platform was carpeted, the walls were hung with pictures, the blackboards were covered with neat work, the windows had curtains, and all was in nice repair. She smiled:

"Why, it seems natural enough to me."

"But do not the pupils cut and scratch the desks? And how did you manage to get the bell for the boys' tower? And how such a neat walk?"

"I talk with the boys and girls about these things, and they talk with their parents, you know."

"But suppose you leave the room at noon, will they not run on top of the desks?"

"Why, the rest would—I don't know what they would do to such a pupil."

Just then a pupil stepped to the bell-rope and pulled it three times; waiting a few moments he pulled the bell once, and in marched the pupils.

Again, I watched them. They were not self-conscious, not forward, not vain; they were quiet, polite, studious, natural. The lessons went forward with promptness, both the teacher and pupils seemed to be imbued with the same spirit—and here I discovered the secret of Miss R.'s success; she was constantly inviting the best qualities of her pupils; she acted a comrade to them; she met them in the spirit of the Great Teacher.

Well, I fell to pondering on the problem: "Could I accomplish a work like this?" I went home full of plans; I could scarcely wait for Monday morning. On arriving at the school, I got the boys (who stayed out until the last moment) to come in. I told them my wishes about a plank walk to the edge of the road. To my surprise, the roughest boy I had agreed to bring some planks. I took courage, and when the school was assembled a committee was appointed, and during the week the coveted walk was laid.

This gave me courage to go to my pupils and enlist them to work on the problems that puzzled me. I asked them to tell me how the disturbance at noon could be abated. A committee on order took that in hand, and (with suggestions and advice from me, of course) that was successfully battled with.

One after another of the barbarisms I found in existence was attacked by us all *en masse* and exterminated. My school soon began to have a name; I felt I had something to be proud of. But after all, I could never equal Miss R.'s school. She was an artist; she achieved great results—not in scholarship, perhaps, but in rounded development. From her I learned that great lesson, that if a teacher would succeed he must get the co-operation of his pupils. *Teachers' Institute.*

CULTURE OF THE FEELINGS.

BY SUPT. THOMAS M. BALLIET.

TO repeat an elementary fact of psychology: Thought causes emotion, emotion causes volition. And the character of the action that follows the volition depends not only on the thought, but on the emotion or feeling that prompts the volition. Consequently, to secure right actions we need to secure right feelings, as well as right thoughts or ideas. It is important, then, that the teacher should know how to cultivate those feelings that are good, and to eradicate, in so far as possible, such as are bad.

In order to do this it is a desideratum to possess a practical knowledge of the processes and laws of thinking, feeling, and willing. And here comes in the question, how to get at the knowledge of these laws and processes. From books? No, not at first. Books are good to finish off one's

study, but it must begin inductively. The principles stated in books on psychology are mere rules to the student, unless his understanding of them is based on facts that he has himself observed. Get your facts by observing the mental processes of the people around you. Especially study the minds of your pupils.

In studying child-feeling we are, however, liable to make two mistakes. First, that of assuming that the child has the same feelings as the adult. A common error of this class is that of supposing that the crying of children is usually accompanied by the same kind of feeling as is evinced by the weeping of adults. But, as observant mothers know, the crying of infants is rarely weeping, *i. e.*, it is not usually accompanied by tears. When tears are shed by the little child there are usually other indications of real emotion; whereas tearless crying is indicative merely of discomfort. The emotions that are most developed in early childhood, are the lower animal emotions, pertaining to the instincts of self-preservation. The better feelings become strong at a later period. Accordingly, while trying to cultivate the higher emotions, it will not do to presume too much on their power to regulate conduct.

The second mistake in dealing with feeling is the prevalent notion that talking about a feeling is cultivating it. If you talk to a boy about loving his brother you address his reason, not his emotional nature. You may indirectly reach his conscience; but you might as well expect to excite the pleasure of melody by talking of music, as to arouse an emotion by talking about it.

The feelings grow by use. Just as one's arm becomes muscular with plenty of exercise; just as the reason or the memory develops with study—so the feeling of anger becomes stronger the more it is indulged, and also the better feelings grow with exercise. Right emotions should, therefore, be called into play on all suitable occasions, while wrong feelings should never be called into play if it can be avoided. Avoid all occasion of offense. As the memory or the will may be weakened by disuse, so may bad feelings.

As to developing right feeling, suppose you have a boy who shows a lack of kind feeling toward you; do him a kindness when the occasion offers, then do not wait for him to thank you, but turn away and put him under the necessity of seeking the opportunity to express his gratitude. After that, try the effect of a kind word on him.

Conscience has for its main element feeling; and this, as the other feelings, is developed by exercise. The child's conscience is undeveloped; and, therefore, appeals to it should never be depended on solely in the government of a school. Such an attempt is sure to fail. But where it can safely be done, the conscience of pupils should be appealed to, in order to develop it by use.

In seeking for means to cultivate the emotions, it should be borne in mind that feelings involve thoughts or ideas. Sympathy involves the thought of suffering; fear, the thought of injury. But in order for an idea to be efficient in exciting emotion, it must be, not an abstract idea, but a concrete one. Present a concrete case, if you wish to arouse a live emotion. The wonderful influence of *Pilgrim's Progress* is due largely to the concreteness of its representations. The Bible is full of such cases. When, for instance, Jesus wished to excite in a certain lawyer some sense of neighborly love, he added to his brief summary of the law the parable of the man who fell among thieves and the good Samaritan.

The best way to weaken a feeling is to think about it. Praising good feelings will rather weaken than strengthen them. Do not make children think of any feeling that you wish to strengthen. Under this head a suggestion may be given on teaching reading. If you wish to get an appropriate rendering of a passage expressing strong emotion, do not mention the emotion, but present as forcibly as possible the thought that causes it.

While, however, it is worthy of notice that naming an emotion usually tends rather to destroy it than to cause it, there are words which call up certain ideas so vividly as to awaken strong feeling. What power lies in the words, "Home, sweet home!"

In attempting to expel a bad feeling, it is not desirable, even though possible, to leave a vacuum in the place of it. It is both safest and easiest to displace it with a good feeling. For certain feelings are incompatible. The one will expel the other. Anger can sometimes be turned off by exciting mirth. Selfishness must be cured by developing generosity. Virtue and vice are mutually expulsive. In this sense, as well as in a different one, we should "overcome evil with good." There is a lever to every human soul, if you do but know how to touch it.

In conclusion, keep children out of temptations which they are not yet strong enough to resist. For instance, do not ask children to confess, to tell on themselves. It is pre-

senting a terrible temptation to lie. Again, do not caution children against forms of evil that they would not otherwise be likely to think of. A minister, when on one occasion filling the place of a brother clergyman in a rustic community, took the opportunity to preach on the dangers of reading Shakespeare. The most conspicuous fruit of his labor was seen in the large number of young men and boys who soon procured cheap copies of Shakespeare and set to reading them. Another danger of this class lies in the detailed reports of crime contained in newspapers. Such descriptions cannot fail to poison the minds of the young.

The Student.

THE METHOD OF SOCRATES.

HE believed that the great impediment to true knowledge was the possession of fancied or unreal knowledge, and that the first business of a philosopher was, not to teach, but to prepare the mind of the pupil for the reception of truth, by proving to him his own ignorance. This kind of mental purification he considered a good preparation for teaching; hence he often challenged a sophist, or a flippant and self-confident learner, with a question as to the meaning of some familiar word; he would receive the answer, then repeat it, and put some other question intended to bring out the different senses in which the word might be applied. It not unfrequently appeared that the definition was either too wide, and included too much, or too narrow, and comprehended too little. The respondent would then ask leave to retract his former definition and to amend it; and when this was done the questioner would quietly proceed to cross-examine his pupil on the subject, applying the amended definition to special cases, until answers were given inconsistent with each other and with the previous reply. Now, as Socrates never lost sight of the main point, and had a remarkable power of chaining his hearers to the question in hand, and forbidding all discursiveness, the end of the exercise often was that the pupil, after vain efforts to extricate himself, admitted that he could give no satisfactory answer to the question which at first seemed easy.

I will give you a translation from one of Plato's dialogues, in which this peculiar method is illustrated. There was one of the disciples of Socrates, named Meno, who had been thus proved and interrogated until he felt a somewhat uncomfortable conviction that he was not so wise as he had thought, and who complained to the philosopher of what he called the merely negative character of his instruction.

"Why, Socrates," said he, "you remind me of that broad sea-fish called the torpedo, which produces a numbness in the person who approaches it. For in truth, I seem benumbed both in mind and mouth, and know not what to reply to you: and yet I have often spoken on this subject with great fluency and success."

In reply Socrates says little, but calls to him Meno's attendant, a young slave boy, and begins to question him:

"My boy, do you know what figure this is?" (drawing a square upon the ground with a stick.)

"Oh, yes. It is a square."

"What do you notice about these lines?" (tracing them.)

"That all four are equal."

"Could there be another space like this, only larger or less?"

"Certainly."

Suppose this line [pointing to one of the sides] is two feet long, how many feet will there be in the whole?"

"Twice two."

"How many is that."

"Four."

"Will it be possible to have another space twice this size?"

"Yes."

"How many square feet will it contain?"

"Eight."

"Then how long will the sides of such a space be?"

"It is plain, Socrates, that it will be twice the length."

"You see, Meno, that I teach this boy nothing. I only question him. And he thinks he knows the right answer to my question; but does he know?"

"Certainly not," replied Meno.

"Let us return to him again:

"My boy, you say that from a line of four feet long there will be produced a space of eight square feet; is it so?"

"Yes, Socrates, I think so."

"Let us try then." (He prolongs the line to double the length.)

"Is this the line you mean?"

"Certainly." (He completes the square.)

"How large is become the whole space?"

"Why, it is four times as large."

"How many feet does it contain?"

"Sixteen."

"How many ought double the square contain?"

"Eight."

After a few more questions, the lad suggested that the line should be three feet long, since four feet are too much.

"If then, it be three feet, we will add the half of the first line to it, shall we?"

"Yes." (He draws the whole square on a line of three feet.)

"Now, if the first square we drew contained twice two feet, and the second four times four feet, how many does the last contain?"

"Three times three, Socrates."

"And how many ought it to contain?"

"Only eight, or one less than nine."

"Well now, since this is not the line on which to draw the square we wanted, tell me how long it should be."

"Indeed, sir, I don't know."

"Now observe, Meno, what has happened to this boy; you see he did not know at first, neither does he yet know. But he then answered boldly, because he fancied he knew; now he is quite at a loss, and though he is still as ignorant as before, he does not think he knows."

Meno replies, "What you say is quite true, Socrates."

"Is he not, then, in a better state now in respect to the matter of which he was ignorant?"

"Most assuredly he is."

"In causing him to be thus at a loss, and benumbing him like a torpedo, have we done him any harm?"

"None, certainly."

"We have at least made some progress toward finding out his true position. For now, knowing nothing, he is more likely to inquire and search for himself."

Now I think those of us who are practical school-teachers can draw a practical hint or two from this anecdote. If we want to prepare the mind to receive instruction, it is worth while first to find out what is known already, and what foundation or substratum of knowledge there is on which to build; to clear away misapprehensions and obstructions from the mind on which we wish to operate: and to excite curiosity and interest on the part of the learners as to the subject which it is intended to teach.

It is chiefly by questions judiciously put to a child before you give him a lesson that you will be able to kindle this curiosity, to make him feel the need of your instruction, and bring his intellect into a wakeful and teachable condition. Whatever you may have to give in the way of new knowledge will then have a far better chance of being understood. For you may take it as a rule in teaching, that the mind always refuses to receive—certainly to retain—any isolated knowledge. We remember only those facts and principles which link themselves with what we knew before, or with what we hope to know or are likely to want hereafter. Try, therefore, to establish, in every case, a logical connection between what you teach and what your pupils knew before. Make your new information a sort of development of the old, the expansion of some germ of thought or inquiry which lay hid in the child's mind before. Seek to bring to light what your pupil already possesses, and you will then always see your way more clearly to a proper adaptation of your teaching to his needs. *Fitch's "Art of Questioning."*

A WAR INCIDENT.

THE cry of "On to Richmond" awakened no enthusiasm in the hearts of the "Third Ohio" one day when they found themselves en route as prisoners of war for that famous capital. Nor were they enthusiastic when they halted for the night and prepared to sink supperless into dreamland.

The Fifty-fourth Virginia Regiment was encamped near by, and some of the men came down to have a look at the "Yanks."

"Had you coffee?" asked one, of a blue coat, stretched disconsolately on the bank.

"Not a sup," answered the other.

"Ain't you had any rations to night?"

"Only a crumb or two from the bottoms of our haversacks."

This was told to the boys of the Fifty-fourth, and old Virginia hospitality showed itself at once. The men soon made their appearance with coffee-kettles, corn-bread and bacon, the best they had. In a few minutes the coffee was steaming, the bacon cooked, and prisoners and captors sat down together around the camp fire, "like kinsmen true and brothers tried." The hungry, grateful Yankees ate with a relish such as no one can appreciate unless he has been in a like situation.

No wonder there was a warm spot in every heart of the Third Ohio ever after for the generous Fifty-fourth.

A fresh slide in the magic lantern gives another of those shifting war pictures. In the distance is Mission Ridge, which has just been stormed. That long line of prisoners passing over the pontoon bridge and up the stony mountain side is the Fifty-fourth Virginia. A soldier on duty at

Kelly's Ferry asked indifferently of one of the prisoners, as he passed:

"What regiment is this?"

"The Fifty-fourth Virginia," was the reply.

Instantly the loungers sprang to their feet and rushed to the camp. "The Fifty-fourth Virginia is at the ferry," they shouted, as they ran in and out among the tents of the Third Ohio.

The Ohio boys were quickly in motion. Boxes from home and all reserve stores were speedily ransacked. Coffee and sugar, beef and canned peaches, and the best they had of everything, were freely brought forth. They remembered gratefully their debt of honor, and nobly they paid it. It was the same old scene over, with the shading reversed. For one night at least both Confederates and Yanks enjoyed the sweet grace of hospitality that could bring a smile even to the grim visage of war.

HOW TO REFORM THE SCHOOLS.

BY JOHN SWETT.

THERE is a cry abroad in the land for a reform in the public schools. True, much of the howling about abuses is senseless and idiotic, but even this is better than the deadness of apathy. The following suggestions are offered for the benefit of "reformers" who are burning to distinguish themselves by a raid on the schools.

1. *Don't go to the Legislature with a bill.*

There are some things that even Legislatures cannot do: They cannot make people temperate, virtuous, or industrious. They cannot legislate about what people shall eat, drink, or wear; about what they shall say, or how they shall think. For these pseudo-reformers whose panacea is "law," a study of Herbert Spencer and John Stuart Mill is recommended as a specific remedy.

2. *Begin by reforming the school in your own district.*

The loudest grumblers about the failure of our public schools are those who never visit one, and who know nothing about them except from hearsay. See that your trustees employ a good teacher. Visit the schools and suggest to the teacher some of your "reforms." Look after the school library. Talk to the children. Get your neighbors to visit the school. Are you a granger? Suggest to the teacher a course of oral instruction on things relating to farming, horticulture, and botany. Start a school cabinet of minerals, woods, grains, pressed flowers, etc. Help the teacher to ornament the school-room with pictures. Question your own children about what they are doing in school.

Many country schools are almost worthless on account of the utter indifference of the "reformers." *No school can be made to rise very high above the average culture of the community which environs it.*

There is a country district in this State where a "Normal graduate" taught once on a time. A "trustee" visited him one day as he was giving an exercise in *vowel sounds*. The trustee didn't like the method. It was a new-fangled notion. It wasn't the way he had been "brought up." So he waxed wroth, took off his coat, and dared the pedagogue to come outside and fight it out. He was a "reformer," willing to fight for the faith that was in him.

3. *See that your neighbors elect the best men in the district for trustees.*

If you take no interest in the annual school election, the Legislature cannot prevent the election of incompetent officers. If you are wild with "reform," run for the office yourself.

4. *Try to keep a good teacher when you get one.*

5. *Offer a fair salary, and the chances are that you will get and keep a competent teacher.*

If you have to employ a teacher without experience, engage one that has had a full course of Normal School training. *Verb. sap. sat.* ("A word to the wise," etc).

6. *Don't expect to reform schools by abolishing text-books.*

They are necessary evils. Good text-books rank next in value to good teachers. The Chinese have had a uniform series of text-books unchanged for 3000 years. Are their schools better than ours? If you believe that the school-books in use are worthless, go to work and make something better.

If you are an old red sandstone fossil, and have never examined a school book during the last thirty years, you undoubtedly believe that there is nothing better than Webster's Speller; that in Murray's Grammar, the art of writing culminated; that Pike's Arithmetic is the best the world ever saw; and that Morse's Geography, A. D. 1807, is better than modern trash. The Chinaman does better: he believes in books republished B. C. 1500.

7. *Don't imagine that you, or the teachers, or the Legislature, or reformers, can overrule the laws of hereditary descent, and make all*

children good scholars, or industrious, temperate, frugal, law-abiding citizens.

You believe, perhaps, that it is the duty of the State to teach every boy a trade, and then find him employment—this comes down to you from a past age when men believed that kings were gods. Or you believe in curtailing the studies in school to reading, writing, arithmetic, and geography.

You will find the hard common sense of the American people is stronger than your conservatism.

Neither you, nor President Eliot of Harvard with his imitators, nor the enemies of free schools, nor the friends of religious schools, can stem the mighty current that has set in for *free higher education, and for technical and industrial education.*

The instincts of the masses are sound.

POPULAR IGNORANCE OF THE NATURAL SCIENCES.

I HAVE been very much pleased to see the course taken by the *Intelligencer* in laying before its readers some practical information upon the rocks, clays and soils of the county. It is legitimate work for an enlightened press and will fill a long-felt want. I also see a demand on you for information upon the ornithology of Bucks county. The ignorance displayed upon these subjects of every-day life and notice is truly deplorable.

Every township school should be required to have in view a suite of the rocks, clays and minerals of the county wherein it is located and as many more as possible. And teachers should be required to give daily instructions upon the natural objects around them, whether plant, mineral or animal. You may say that but few teachers are competent for this duty; my reply is, they must so qualify or they are unfit for the great work they have assumed. Our colleges graduate and turn out upon the world yearly thousands of students, learned in classics, in languages, and the higher branches of mathematics, who are total failures, unable with their accumulated knowledge to earn their daily bread, just for want of a knowledge of the more common everyday objects and study of life around them.

As a specimen of the ignorance which prevails in the natural sciences, we will take up a subject that is now attracting some attention in our Legislature at Harrisburg. Two years ago an act was passed, at the instigation of agriculturists principally, offering a bounty upon the scalps of wild-cats, foxes, minks, weasels, hawks and owls. Many thousands of these animals have since been destroyed, merely on suspicion that they were all enemies of the farmer. No inquiry was made into their food and habits, or thoughts of any benefits that might be derived from them entertained, until some time last summer, when Dr. B. H. Warren, of West Chester, an ornithologist, and great friend to the bird fauna, seeing the destruction being carried on, called the attention of the West Chester Microscopical Society to the subject, and had a committee appointed to take the matter into consideration and give it intelligent investigation.

The committee at once went to work and sought facts on which to base a report. Dr. Warren laid before that body the result of several hundred examinations of the stomachs of hawks and owls, that he had been making upon birds on whose scalps bounty had been paid at the rate of fifty cents per head. Not more than one or two per cent. of these gave any evidence of the destruction of chickens or other valuable property, but every stomach contained quantities of bugs, grubs, beetles, rabbits and mice, principally the last mentioned destructive little rodent. The conclusion of this committee was that the state had already worse than wasted one hundred thousand dollars in destroying some of the farmers' most useful friends. That if all these natural enemies of the young rabbits, and that greater pest, the mouse, were destroyed, the latter being so very prolific, would soon possess the land to the disgust of those who had been so short-sighted. And that the hawk or owl was justly entitled to the chicken he so rarely takes, in payment of the good he does, a majority of them never touching such food.

The report of this committee, with statistics gathered, was laid before the State board of agriculture at its annual meeting at Harrisburg for its approval and action.

The opinion of agricultural societies and granges throughout the state, upon the propriety of repealing the scalp act, had been asked for by the secretary of the board. A large number of their replies were read before the board—a majority of them written by men who knew whereof they were writing, demanding an unconditional repeal of the odious law. A few only showed a gross ignorance of the habits of our feathered friends, that was unaccountable, arguing as they did that the law be not repealed.—*Cor. Doylestown Intelligencer.*

SOME SUGGESTIONS.

LOCAL GEOGRAPHY.

AMONG the aids to be had for teaching the geography of Minnesota, may be named the railroad map of Minnesota, which may doubtless be obtained by enclosing a stamp with a courteous request to the State Board of Railroad Commissioners, St. Paul. With this map on home-made mounting, and hung in view of the school, any amount of profitable entertainment may be had, in teaching railroad journeys within the State. Questions may be proposed for to-morrow's answer. By what railroads would you travel in going from Albert Lea to St. Cloud? From Red Wing to Redwood Falls? Owatonna to Wabasha? Stillwater to Fergus Falls? The pamphlet prepared for gratuitous distribution, by the State Board of Immigration, St. Paul, contains a mine of valuable information regarding the resources of the State. Pamphlets may also be had from various boards of trade from which may be culled information about the principal cities of the State.

In studying local geography the relation of cause and effect should be emphasized, and by analogy, a process pleasing to child-nature, the same line of thought will be carried into other countries. Is our town located just where it is, by reason of a harbor? the same is true of Chicago and Amsterdam. Is St. Paul at the head of navigation? so in a larger sense are Philadelphia and London. Have parts of our town, county or State developed faster than other parts in material wealth? so have parts of Scotland, England and Russia. Is the direction of our nearest water course determined by certain conditions? conditions essentially similar determine the course of the Nile and the Danube. Have your neighbors made their living by raising grain and marketing dairy products? so have the farmers of Holland, of Hungary, and of France. Local geography may be made dry and distasteful if confined to routine drill work, but if used as a basis on which to found geographical knowledge, it becomes fascinating. Unless loaded with definition, and cramped by memoriter recitation, children delight in asking why, and there is no end to the shrewd questions they will propound, under patient, quiet guidance. Geography is a noble study for thought work.

SPELLING.

Don't fail to keep up vigorous spelling of geographical terms and names. There is little merit in being a good geographical speller, but there is decided discredit in misspelling words in a geographical paper. Words spelled in ordinary recitation in their connection with other words are remembered better than if learned apart from their daily use, as in a spelling lesson. Do not depend wholly on written spelling lessons. No time is lost in asking for the spelling of a word now and then in any recitation, and moreover, a habit of observation will be inculcated. A teacher who has spent a part of each reading recitation in pronouncing words for oral spelling, passed twelve times around a class of 28 members in twelve minutes, pronouncing 308 of the more difficult words, 303 of which were correctly spelled. Perhaps not over twenty words could have been written and corrected in the same time. A moment given to the matter of spelling in each recitation would go far to form the habit of correct spelling, from correct seeing, which, after all, is the end of school work in this branch—it being impossible to cover the whole ground.

DICTIONARY WORK.

Children may spell and pronounce words correctly, and yet have little idea of their meaning. Of course, taking them in their connection with other words may be an aid, but there should be careful dictionary work by way of preparation. The small dictionaries are often misleading, and so often define in a circle, that there should be a large dictionary in reach. State Superintendent Kiehle is authorized to furnish Webster's Unabridged at wholesale rates, when wanted for school use. A reading lesson should be carefully prepared, and for ordinary mistakes children should be held as strictly accountable as in arithmetic. At the very farthest, a boy should know, when coming to recitation, what words, if any, he is unable to pronounce.

IDLING.

While the language of primary reading should be so clear as to need no explanation, and dictionary work is of course out of the question, there is no time for idling during the preparation of a reading lesson of any reader, nor should it be tolerated. If a student is a swift, accurate worker, and finishes early—nod toward a supply of books kept for such an emergency. A little effort on the part of the children and teacher will accumulate a supply of old papers and readable magazines, to say nothing of a huge scrapbook, that will effectually keep the

lover of reading out of mischief. For others, mathematical, or some other acceptable work may be provided. Busy children create a spirit of industry which is infectious.

A MODE OF DISCIPLINE.

Oftentimes, if an idle pupil be detained after school, and put through a rigid oral examination, laying bare his ignorance in as many respects as practicable, he may be dismissed with a kindly recommendation to show greater zeal in study. The process may create Colonel Parker's "new sensation needed."

Do not, however, fall into the habit of keeping after school. The sensitive are wounded to the quick, and the really culpable ones do not acquire a love for school by lengthening a session already hated. As has often been said, neither teacher nor pupil is in mood for character building, and the temporary gain is overbalanced by an inevitable addition to prejudice and dislike for school. Pupils may be detained in order to afford opportunity for necessary discipline, but that discipline should not be the detention itself.

STUDY AS PUNISHMENT.

Nor is the matter helped by requiring the delinquent to remain and study to atone for his misconduct. Study should be regarded as a duty and may often be a sincere pleasure, but should never be made a punishment. If assigned as a punishment, study becomes associated with the idea of retribution, and time alone will remove the false impression. Detention for study on account of idleness is equally impolitic; whether merited or not, a pupil is not in favorable mental condition to make up work at the close of a day's session. If a vigilant eye has failed to exact study during the day, it is better to make an appointment for a half hour's study before school the next morning. Nine out of ten offenders will appreciate your forbearance in the matter.

SUPPLEMENTARY READING.

The old-fashioned way of reading and rereading a well-thumbed reader has been succeeded by the opposite extreme of reading a little of everything in a vague way. The true method must lie midway. A limited portion of a good reader should be read with great care both as to thought and expression. Variety of matter and facility of expression may be sought by securing a quantity of supplementary reading. The patent inside of many a local paper furnishes excellent supplementary reading for advanced classes.

A CONTINUED PRODUCT.

The fact that 121x2x3 is the same as 121 x6 may be shown in this way:

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  121
  121
  121
  121
  121
  121
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  726
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The double of 121 taken three times amounting to *six* times 121.

School Educator, Minnesota.

STARS AND PLANETS.

STUDY WITHIN REACH OF EVERYBODY.

THERE was never a time when the heavens were studied by so many amateur astronomers as at present. In every civilized country many excellent telescopes are owned and used, often to very good purpose, by persons who are not practical astronomers, but who wish to see for themselves the marvels of the sky, and who occasionally stumble upon something that is new even to professional star-gazing. Yet, notwithstanding this activity in the cultivation of astronomical studies, it is probably safe to assert that hardly one person in a thousand knows the chief stars by name, or can even recognize the principal constellations, much less distinguish the planets from the fixed stars. And, of course, they know nothing of the intellectual pleasure that accompanies a knowledge of the stars.

Education and general intelligence can offer no valid excuse for not knowing where to look for Sirius or Aldebaran, Orion or the Twins, or the planet Jupiter, Saturn, Venus, or Mars. As Australia and New Zealand and the islands of the sea are made a part of the civilized world through the expanding influence of commerce and cultivation, so the suns and planets around us are in a certain sense falling under the domain of the restless and resistless mind of man. We have come to possess vested intellectual interests in Mars and Saturn, and in the sun and all his multitude of fellows which nobody can afford to ignore.

Perhaps one reason why the average educated man or woman knows so little of the starry heavens is because it is popularly sup-

posed that only the most powerful telescopes and costly instruments of the observatory are capable of dealing with them. No greater mistake could be made. It does not require an optical instrument of any kind, nor much labor, as compared with that expended in the acquirement of some polished accomplishments regarded as indispensable, to give one an acquaintance with the stars and planets which will be not only pleasurable but useful.

And with the aid of an opera glass most interesting, gratifying, and, in some instances, scientifically valuable observations may be made in the heavens. I have more than once heard persons who knew nothing about the stars, and probably cared less, utter exclamations of surprise and delight when persuaded to look at certain parts of the sky with a good glass, and thereafter manifest an interest in astronomy of which they would formerly have believed themselves incapable.—*Popular Science Monthly.*

SUSTENANCE FOR THE FACULTIES.

ALL life is made up of receiving and giving. As the lungs are constantly inhaling and exhaling, so every form of life is drawing in sustenance from abroad and sending out the force it gains in other forms. In all physical life we readily admit the necessity of cherishing both these processes. If we wish to see a favorite plant thrive, we place it where it may feed upon suitable soil and draw into its being the influences of sun, air and moisture; and according to its innate affinity for these elements will be the sturdy strength it exhibits. The farmer knows well that if he would have eggs from his poultry yard, or milk from his cows, or labor from his horses, he must feed and care for them; they must draw in if they are to give forth. So in our own bodily life; the sources must be continually supplied if healthful action of any kind is to be performed.

Yet when the higher faculties are called into play, men seem in a great measure to lose sight of this universal law of life. They expect these to give out continually and beneficently, without any corresponding provision having been made for their sustenance. In those parts of their nature that are most distinctively human—the intellectual, the moral, the spiritual—there often seems to be less intelligent care taken to supply needs than is bestowed on a plant or an animal. True, it is conceded that *children* should be so trained as to develop their faculties, and happily, the increasing wisdom of educators is rapidly discovering better and better means of so doing. But when the school is over, the college door closed, the term of years commonly allotted to what is called education expired, a sudden and complete change takes place. Henceforth, it is expected that the higher life of the boy or girl shall be one of giving forth, and the further *taking in* is forgotten or left to chance. As well might we expect to devote a month to the storing up within us of sufficient food to enable us to do good work for the rest of the year. Education should be a training of all the faculties to detect their own needs and grasp their proper sustenance, not only in youth, but through the whole of life. It is better that a youth start out in life with this one preparation, than that he be versed in all the learning of the age.

Is it not true that a large part of the failures, the disappointments, the inferior work, the poor thinking, the shallow reasoning, the lack of kindly feeling and sympathetic action which afflict mankind, is due to the lack of nourishment afforded to the faculties? They are starved, consequently feeble and inefficient. Men plead the lack of time to enrich their minds, to stimulate their powers, to feed their moral natures. As well might the bird with drooping wing and declining strength plead that he had so many flights to take in mid-air that he had no time to pick the corn from the field or the fruit from the tree to sustain him in those flights.

The world is full of opportunity in every direction; what is needed is the purpose and the effort to grasp and appropriate it. What would the landscape painter amount to if he never quitted his studio to enjoy with his eyes and imprint on his memory the beauty and sublimity of nature? What good work can we hope from the teacher who has ceased to learn? How can a man write what is worth reading, or speak what is worth hearing, unless he constantly enrich his mind with thought and study? In whatever way man seeks to employ his powers, he needs to be constantly receiving as well as giving, or certain failure awaits him.

Not only is this needful for the work man actually performs, but for his own fullness of life and happiness, and for the indirect influence they exert on all around him. A man cannot, by sheer force of will alone, be at once strong in virtue and sweet in dis-

position, firm in principle and sympathetic in heart; but he can cherish the germs and put forth the tendrils of such affections; he can open them to warm and nourishing influences; he can provide for them the sustenance they need to develop them into rich and bountiful fruitage. Man was never meant to live only on one line, to grow only in one direction; his life may be rich and full, valuable and happy, if he but understand the laws of his being, and feed his higher nature as sedulously as he does his physical. As the wise health-seeker remembers to fill his lungs with pure and fresh air, so let our minds and hearts ever draw in the mental and spiritual atmosphere which they need for their best development and their highest influence.

EDITORIAL DEPARTMENT.

THE SCHOOL JOURNAL.

LANCASTER, JUNE, 1887.

E. E. HIGBEE. . . . . J. P. McCASKEY.

'Ye may be aye stickin' in a tree, Jock; it will be growin' when ye're sleepin'." *Scotch Farmer.*

THE name and post-office address of each of the newly-elected County, City, Borough, and Township Superintendents will be found in the official department of the present issue of THE JOURNAL. The proportion of changes is somewhat larger than usual, some *twenty-five* of the sixty-six counties having chosen new Superintendents. Of these in some cases the former official declined re-election. Many of the Superintendents who are continued, are among the very best school officers in the State. We congratulate them and the schools of their respective counties upon the result of the balloting, while we as heartily sympathize with some very good men who were defeated. Among the City and Borough Superintendents the proportion of changes is much less than in the counties, there being but seven new officers, two of whom are the Superintendents of South Easton and Butler, towns that had not before created the office. The number of ladies (two) on the roll of Superintendents remains the same, Miss Anna Buckbee, of Potter county, having declined re-election, and Miss Ella M. Boyce having been elected to the supervision of the schools of Bradford City.

EXTENSIVE arrangements have been made for the meeting of the National Educational Association which is to convene in Chicago, July 12th. There are a dozen departments of special interest—something for everybody, and a pleasant trip to whomsoever may attend if he or she choose to make it so. Ample hotel accommodations are promised at low rates, and the railroads have arranged to sell round-trip tickets for a single fare to members of the Association. To this is added the membership fee of $2.00. The tickets are good, going, from July 5th to 13th, and returning, from July 15th to September 10th.

WE have been much disappointed that the Legislature, at its late session, persistently refused to order investigation of the charges made against the management of the Soldiers' Orphan Schools. Immediately upon its assembling at Harrisburg, the Superintendent, in a formal communication, addressed to each branch, earnestly asked the appointment of a committee of investigation who should subject the entire conduct of these schools to the most searching inquiry. The House adopted a resolution authorizing the appointment of such committee. But the Senate refused to concur, influential members of that body saying that all who knew anything or cared anything about these schools, knew well the animus of the attack and the falsity of the charges. To our earnest personal appeal, they begged that we would not press the matter, urging that they had no time to waste, nor any disposition to waste it, in giving attention to the John Norris and Gov. Pattison crusade of slander. What further could we do? We had done and continued to do whatever in courtesy could be done, as we were most desirous of Legislative investigation. It was gratifying to know that the Senate refused positively upon the grounds just stated, but it would have been much more satisfactory had a committee been appointed to make searching inquiry into everything connected with the Department and the Orphan Schools.

IN a late issue the New England *Journal of Education* has the following editorial reference to one of our best-known Superintendents: "Prof. T. M. Balliet, of Reading, Pa., is a peculiarly strong man in his

methods and philosophy of education, having such a mastery of principles as to develop methods peculiarly adapted to any circumstances in which he may find his schools. He has been sustained, under the inevitable nonsense in criticism, by a large, sensible, courageous Board of Education, that has not wavered under the attempt which always comes to make political capital out of a reform that can only be understood by those who will study the principles as well as the methods upon which it is based. In a community of less intelligence, with a committee of less heroism, and a local press of less independence, he might have suffered from the transient 'scare;' but thanks to his wisdom and these favoring circumstances, he has given Reading a wide educational fame, and her schools one of the best systems of instruction in the country."

THE appropriation bill for the Soldiers' Orphan Department for the next two years, passed both branches of the Legislature with remarkable unanimity, there being but one opposing vote in the House and no vote against it in the Senate. Inasmuch as interested parties have attributed this bill to others, it may perhaps be as well to say here that it was framed in the Department itself, and by the same official whose impeachment was so loudly threatened by John Norris *et al.* a few short months ago.

As to the increased salary of the Male Inspector, it is simply restoring the item of full pay for this service, which was stricken out of the appropriation bill eight years ago. Its restoration was advised by the Superintendent and others, who regarded as a mistake the omission of the item in 1879, but it would not have been strongly urged by the Department. The credit of this advance in salary is therefore due mainly to Inspector Wagner who pressed this matter upon the attention of the Legislative Committee. It is due to Mr. Wagner that he should have full recognition of service here, it being the only thing in the way of practical result to the schools or their improved management that we can trace to this remarkable official, with all his noisy bluster and vigorous horn-blowing.

A salary of $2,000 was paid to Rev. C. Cornforth previous to 1879, after which Major S. R. Bachtell, and, later, Rev. J. W. Sayers rendered *gratuitous* service as Inspectors, until in 1883 an appropriation of $1,000 was granted, merely to insure such inspection by a man as could be had for that amount, from which time Rev. Mr. Sayers continued to act until 1886. He was succeeded by Gen. Louis Wagner, whose so-called inspection is discussed somewhat at length elsewhere in these columns.

INVESTIGATION is a good thing, and the more bitter the spirit in which the attack is made the better the advertisement for schools that are well organized and well managed. The latest instance of this new and effective form of advertising, is found in the recent attacks upon the Normal Schools—more especially upon that located at Edinboro, Erie county, of which Prof. J. A. Cooper has been principal for a quarter of a century. A Legislative committee of investigation was asked for and appointed—Messrs. Francis A. Osbourn and J. H. Shull, on the part of the Senate, and Messrs. J. Irvin White, P. J. Boyd, and Robert F. Glenn, on the part of the House. The committee sat at Edinboro to hear evidence, March 25th. After exhaustive inquiry into the truth of the charges, they reported unanimously to the Legislature:

"There was no proof that the principal of the school holds his position, as charged, through improper means, either in the use of patronage or by an illegal use of stock. . . . The committee, after a thorough examination of the testimony, were unable to see the necessity for an examination of all the books of the institution, covering a period of twenty years; and after a full consideration of the whole testimony, are of the opinion that the charges are not sustained."

WE have received from Supt. Chas. W. Deane, of McKeesport, a copy of his "Methods in Common Fractions," which has been found helpful in the work of the school-room. The price of the little book is thirty-five cents. Also from Supt. M. L. Knight of Beaver Falls, a "Synopsis of Government," national, state, county, city and borough, together with officers thereof, how elected, length of term and duties of each officer. All within a few pages, making the synopsis a model of condensed statement.

IT is gratifying to know from our readers that they find good in *The School Journal*, and especially that School Directors, who see it regularly would not be without its monthly visits. In a recent letter from Mr. A. A. Weirman, Secretary of Butler district, Adams county, he says: "*The Journal* meets with universal favor with our Boards and has become a necessary auxiliary to us in the performance of our official duty."

THE post-office address of Miss Lelia E. Patridge is Reading, and *not* Philadelphia, as stated in our last issue.

THE STATE ASSOCIATION.

THE thirty-third annual session of the Pennsylvania State Teachers' Association will be held in the Opera House at Clearfield, on Tuesday, Wednesday and Thursday, July 5th, 6th and 7th, 1887. The programme as given below presents the accustomed variety, including a number of subjects of present educational interest. It is not unduly crowded, and is so arranged as to afford opportunity for the more full discussion of whatever questions shall seem to attract most attention, or to arouse most inquiry on the part of the teachers and school officers there assembled.

Clearfield is a substantial and beautiful town in the lumber region of the State. Its people are hospitable, intelligent, and much interested in the work of general education. The State Teachers' Association has not previously met here. Co. Supt. Savage and Prof. B. C. Youngman, chairmen of the two leading committees of the Association, are at home in Clearfield, which, we take it, means a profitable meeting with a large membership. The time is early in July, which is good; the place, for a large part of the State, is on the way to the National Association, which convenes at Chicago on July 12th, or to Chautauqua, Niagara Falls, and Watkins Glen, for those who prefer to make the easy round of these delightful summer resorts. The attendance should be large, and we confidently anticipate "a good time" in every sense of that familiar expression.

PROGRAMME OF MEETING.

TUESDAY, JULY 5TH.

Address of Welcome—Matt. Savage, Superintendent of Clearfield county; Thomas H. Murray, Esq., Clearfield; ex-United States Senator William A. Wallace, Clearfield.

Response—E. O. Lyte, Principal State Normal School, Millersville.

1:30 P. M.—*Inaugural Address*—James M. Coughlin, Superintendent of Luzerne county.

Should Superintendents have Commissioned Assistants?—Prof. James J. H. Hamilton, Osceola.

Discussion—Opened by Charles Lose, Superintendent of Lycoming county.

How Shall Drawing be Taught?—Prof. D. R. Augsburg, Kutztown.

Discussion—Opened by Prof. Z. X. Snyder, Greensburgh, Pa.

8 P. M.—*The Earth*—Dr. T. C. Mendenhall, Terre Haute, Indiana.

WEDNESDAY, JULY 6TH.

9 A. M.—*Nomination of Officers* for the ensuing year, selection of the Place of Meeting, and transaction of other business.

County Institutes—Prof. John S. Daniel, Allegheny.

Discussion—Opened by B. E. James, Superintendent of Susquehanna county, and Prof. T. W. Bevan, of Catasauqua, Pa.

Resources and Industries of Pennsylvania—Dr. D. J. Waller, Jr., Principal State Normal School, Bloomsburg.

Discussion—Opened by Prof. P. M. Bikle, of Pennsylvania College, Gettysburg, Pa.

1:30 P. M.—*What Shall We Drink?*—Dr. D. T. Reiley, Lewistown, Pa.

Practical and Scientific Physiology—Prof. Thomas H. Dinsmore, State Normal School, Emporia, Kansas.

Discussion—Opened by Mrs. Mary H. Hunt, National Superintendent Scientific Temperance Instruction, Hyde Park, Massachusetts.

8 P. M.—*On the Wing*—Dr. A. A. Willitts, Louisville, Ky.

THURSDAY, JULY 7TH.

9 A. M.—*Election of Officers.*

Teachers' Unions—Prof. W. C. McClelland, Washington and Jefferson College, Washington, Pa.

Discussion—Opened by Prof. J. H. Young, Indiana.

What is the Object of Examinations in Graded Schools?—Supt. H. S. Jones, Erie, Pa.

Discussion—Opened by Prof. A. W. Potter, Wilkesbarre, Pa.

1:30 P. M.—*Reading, Elocution, Oratory*—Miss Lizzie Radford, Reading, Pa.

Discussion—Opened by Miss Julia A. Orum and Prof. S. S. Neff, Philadelphia.

Address in Memory of the late Prof. C. D. Arird, Superintendent of Warren county, by Prof. A. B. Miller, Warren.

8 P. M.—*Brief Addresses*—Dr. E.E.Higbee, D. W. McCurdy, Esq., Hon. John Patton, Hon. J. P. Wickersham, Hon. David L. Krebs, Dr. E. T. Jeffers, Hon. Henry Houck, and others.

MUSIC—Prof. George C. Young, of Kutztown, will conduct the general music of the day sessions. Miss Emma Bingler, of Pittsburgh, will sing on Tuesday evening; Miss Jean Glenn, of Mercer, will sing on Wednesday and Thursday evenings.

RAILROAD ARRANGEMENTS.

Persons wishing to attend the annual session of the Pennsylvania State Teachers' Association at Clearfield, will please note carefully the following arrangements:

Excursion Tickets will be sold on presentation of orders from the undersigned, on any of the following named railroads: Penna. Railroad and branches, Philada. and Erie, Northern Central Railway, Philada. Wilmington and Baltimore, United Railroads of N. J. Division, Philadelphia and Reading Railroad and branches, North Penna. and branches, Bound Brook Div. and branches, Germantown and Norristown, Lehigh and Susquehanna Div. and branches, Delaware, Lackawanna and Western, Lehigh Valley and branches, Allegheny Valley, Cumberland Valley, Wilmington and Northern, Baltimore and Ohio, Philada., Newtown and N. Y. Railroad, Huntingdon and Broad Top.

In applying for Orders for Excursion Tickets, give name and address, and enclose a stamp. The latter is very important. Please state clearly the number of Orders needed, the station from which you will start, and be particular to name all the railroads over which you will pass in going to Clearfield. Your station agent will be a very good person to consult as to the best route, in going to the meeting.

Those wishing membership tickets will please give name in full, address with county, and enclose one dollar, with stamp.

If possible, decide to attend this meeting, and send

for orders and all information at once. Do not defer this matter later than June 30, 1887. This will give the Ticket Agent the opportunity to forward your orders in good time to attend the meeting. You can start for Clearfield on July 2d and remain until July 15th, if desirable. The railroads have treated our Asssociation very generously in this respect. Please address

J. FLETCHER SICKEL,
Germantown, Pa.

OUR THIRTY-SIXTH VOLUME.

THE thirty-fifth volume of the *The School Journal* ends with the present number. It contains *five hundred and ten* closely-printed pages, and to any one at all interested in the work of the schools, it should seem worth the subscription price at which it is published.

Certain School Boards have thought it of sufficient value, as an aid to the school work in their districts, not only to subscribe for themselves, but also to order subscription for the teachers in their employ. The Directors of these progressive Districts have been for years upon our mailing lists, and have been reading *The Journal* long enough, and with sufficient interest, to have full knowledge of what it is and what it is trying to do; and in the exercise of a wise discretion they regard this subscription for their teachers, at the expense of the District, a judicious expenditure of the public funds. In order to encourage such subscription we shall make upon the new volume—beginning with the issue for July—a special rate to School Boards who may desire to have *The Journal* sent regularly to all the teachers employed in their schools.

The Journal seeks to aid teachers by presenting from month to month such suggestive matter as should broaden the range of their thought and study, enabling them to estimate more truly the important character of the work in which they are engaged, and to be more efficient in the discharge of the varied duties of the school-room. Teachers who are in earnest will find in it, also, many articles that may be read with profit to their pupils. It has often happened that a single article read to the class or the school has opened a new world of thought or aspiration to the growing boy or girl, and been worth more than many months of ordinary school-room experience. It is in this direction especially that we should be glad to have *The Journal* made a more effective agent for good during the coming year.

It is also the official organ of the Department of Public Instruction, through which this Department addresses directly school officers everywhere throughout the State—members of School Boards, Superintendents, and others. During the thirty-five years of its publication, its influence has been felt for good upon every educational question that has arisen in the Commonwealth. Its thirty-five volumes, therefore, have been no mean factor in the educational result of which Pennsylvania does well to be proud.

We shall try to make the *thirty-sixth* volume as good as any that has preceded it, and bespeak for it the generous patronage of School Directors, Teachers, and all others whose duty or whose interest lies in the line of its special work.

EDUCATION TO THE FRONT.

SIX MONTHS BILL PASSED AND A MILLION AND A HALF APPROPRIATED TO THE SCHOOLS.

WELL done! doubly well done! The Legislature has passed, and Governor Beaver has approved, the bill to increase the minimum school term to *Six Months*, and at the same time, with sagacious liberality, has *added Half a Million Dollars* to the annual appropriation to the Common Schools, so that the school districts will get fifty per cent. more money from the State treasury than heretofore. This is as it should be, and all friends of our common school interests may well congratulate themselves upon this beneficent result, and the promise it holds out of still better things in the future, when the revenues of the State will be very largely increased and the pressure of local taxation greatly relieved.

The Six Months term is, of course, mandatory within the limitations and conditions specified in the act, and Directors are bound to see that its requirements are carried out. But a reluctant, half-hearted compliance will not be the best or most politic way of doing it. There will be more money in the State treasury after a while, and the best argument that can be offered to induce still larger appropriations hereafter will be an intelligent and cheerful compliance with the law, as a recognition of the liberal spirit in which the present increase was made.

The respective School Boards have this matter largely in their own hands, and it will be for them to show how much public spirit they possess and how much interest they feel in the cause of education. If they reduce taxes by just the amount of the increase of appropriation, and do nothing to improve the schools, nor add to teacher' work the incentive of better pay, then most

powerful arguments will be furnished to the next Legislature to take off the extra half-million, instead of doubling it.

The practice in too many districts of keeping the public schools in session for only the minimum period and then having numerous private pay-schools open for the rest of the season, is not to be commended, and is open to very grave objection. It is in direct contravention of the positive mandate as well as the spirit of the Constitution, which provides that the Legislature shall establish a system of public schools in which "*all* the children of the Commonwealth may be *educated*." It tends also to foster class distinctions that are not within the purpose of our free institutions, but directly the reverse.

The poor man's children need to be educated as well as those of his more prosperous neighbor, and as much for the latter's safety as for his own. The better the poor man's children are fitted for the battle of life, the better it will be for the people, rich or poor, amongst whom they dwell; and a limited public school term for all the children of the neighborhood, followed by select private schools in the same public school houses for the more fortunate few who can afford it, tends to fix the brand of pauperism upon the public schools, which the new Constitution expressly repudiates. If Directors do their duty, the public schools will be equal to the best elementary education of the richest as well as the poorest families in the district, and any policy which puts them below that grade of excellence is open to strong condemnation. All children of the proper school age and having the legal residence in the district enter the public schools by right and not by favor, without regard to the pecuniary circumstances or social standing of the families from which they come, and they have a right to the fullest opportunities that the schools can give. The law knows no distinction of persons there.

The new members of the School Boards who will take their places with the opening of the new school year, and will be secure in their seats for three years to come, should be prepared to take earnest hold of these questions, and to contribute their best efforts and influence to maintain the prestige of the free schools of a free people, as the Constitution and the laws, and the advanced educational sentiment of the day, require that they should be maintained. Only thus can they in conjunction with their more experienced colleagues acquit themselves of the all-important trust which their high office devolves upon them.

THIRD OF A CENTURY.

SUPT. WILLIAM WHITE COTTINGHAM.

IT was a gala day for Easton when, on April 28th, the citizens of the town, the Board of Control, and the schools *en masse*, joined in celebrating Supt. Cottingham's third of a century as director-general of her educational work. Music everywhere, by the band, the orchestra, the chorus; procession including the Board of Control, the city officials and citizens, and pupils to the number of nearly 2,500; waving banners with appropriate inscriptions; badges of distinctive colors, with the familiar face of the Superintendent upon them all; public reception at Lafayette Hall, with speeches appropriate to the occasion; evening reception at the Opera House with choice musical programme by Rube's Orchestra and the Choral Society—all this for him "whom the king delighteth to honor."

Supt. Cottingham is now in his 63d year. He was born in 1824. Ten years later the public school law was passed, and Easton embraced it immediately. Later he attended Dr. Vandeveer's school, then was a clerk in his father's store for three years, and then entered Lafayette College, graduating in 1848. He was a tutor at the college in '48–9, '51–2, studying in the Princeton Theological Seminary from '49 to '51. Then in 1852 he became a teacher in the advanced school in South Easton, and in August 1853, was made principal of the High School in Easton, a few weeks later becoming Superintendent, a position that he has held continuously for more than thirty-three years.

The tribute paid him by the citizens, the Board of Control, the teachers and the scholars, is a most fitting one, and the presentation of the memorial album containing so many hundreds of autographs, among them those of the President of the United States, the Governor of Pennsylvania, and scores of high dignitaries and public men in the land, together with thousands of names of alumni and school children, is an invaluable memento of this interesting occasion.

An editorial article in the Easton *Express* of April 28th, is of such unique character that we take pleasure in transferring it to our columns as a worthy recognition of high public service:

The spectacle of a whole community turning aside from the business of daily life and the pursuit of wealth to honor a fellow citizen because he has been faithful in the performance of

duty, has the charm of novelty. The tendency of the present age is to measure a man's worth by the size of his bank account, while the chief end and aim of most men's lives is to get riches. With much labor and care, with great and painful effort, at the cost of health and often of self-respect, men labor to "make money!" Obituary notices of the rich are very long and dwell with great particularity on the number of millions the highly respected deceased left behind him. With unctuous eloquence the newspapers describe the costly luxury surrounding the millionaire, the grandeur of his dwelling, the speed of his steam yacht, and all the elegant surroundings of his daily life. A successful man means "a man who has somehow acquired wealth." How he acquired it matters very little. The conclusion of the world as to the means of acquisition is crystallized in its slang phrase, "He got there all the same." It was said in the old time that charity covers a multitude of sins. The mantle of charity is not so large as the fashionable cloaks which credit and cash now carry to hide the scars of sin and the hideous deformities of crime and of shame. Mammon takes man by the hand and leads him to the summit of a mountain of pride and shows him the kingdoms of the earth and the glory thereof; then when his eyes are dazzled with visions of wealth, of ease and splendor and the applause of men, the persuasive voice whispers in his ear, "All these things will I give thee if thou wilt fall down and worship me." The worshippers are very many. The temple of mammon is very full. It is an age to produce great fortunes. It is not an age to produce great men.

We publish elsewhere an account of the celebration of the completion of the thirty-third year of continuous service of W. W. Cottingham as Superintendent of the Public Schools of Easton. In its recognition of the great value of the services of this good and faithful public servant, the city of Easton honors itself. There is no man whose knowledge of the value of literary labor is sufficient to entitle him to an opinion on the subject, but will be ready to testify that such work as Mr. Cottingham has done in this community is worth ten times more in money than has been paid for it. Who shall measure the value of his influence and example in the recognition of those things which are elevating, refining and purifying—tending to make our public school system a means of elevating the moral as well as the intellectual tone of this community? For more than thirty-three years, subject to the chances and changes of popular elections in the material of the School Board, this man has gone on quietly doing his duty in the sphere of activity to which he has been called, and his earnest, honest work, his unfailing devotion to the right as it has been given to him to see it, has won golden opinions from all sorts of men. In whatever else we may have deteriorated, in whatever else we may have fallen short during the last third of a century, we have at least the assurance that our public schools have steadily advanced. To-day they are the one thing above all others of which Easton has reason to be proud. We would not by any means say that they are perfect. On the contrary, we agree with our excellent Superintendent that there is room for improvement and reform in so many directions that it is difficult to tell where it is most necessary to make changes first. But in carrying out a system that is bounded by Act of Assembly and limited by all sorts of restrictions, he has acted with such excellent judgment—so wisely and so well, that he deserves all the honor and more than is this day given to him.

There is not a man in this city of Easton, who has, during the last quarter of a century, had the benefit of instruction in the public schools, but owes to W. W. Cottingham a debt of gratitude. If his life had been attuned to the harmony of the mere money-getting spirit of the age, he would never have continued in the work which, while it has brought him honor, has left him poor in worldly wealth. The same energy and toil which have characterized his devotion to the work of popular education given to the acquisition of money in almost any of the various walks of life in which men "make money" would have made him rich. He enjoys now that which money could not purchase. The respect and the gratitude of his fellow-citizens is a great reward. Far greater than that is the knowledge that he has done his duty in that station of life to which it has pleased God to call him. He can look back on his life-work, and with the consciousness of rectitude, he can say "I have done what I could."

ON "PIGEON-HOLING."

FALSITY OF CHARGE MADE IN INSPECTOR WAGNER'S FINAL REPORT—DOCUMENTARY EVIDENCE—GALATIANS VI: 3, 4.

AT another time, I shall take up in detail Inspector Wagner's Soldiers' Orphan School reports, noticing any suggestions which were of value and have been acted upon, and correcting their many blunders, and pointing out their evidences of serious defects of judgment.

At present I feel forced to call attention only to his *inspection of the Superintendent*, felicitously described by one of our newspapers as "*a scoring of Dr. Higbee;*" and I do this now because serious charges have been wantonly made which should be met at once, and which would have been so met before this, had not domestic affliction made it impossible.

The charge of physical disability I can only answer by characterizing it as silly and impertinent. But I was much surprised to find in the report a serious charge of official dishonor involved in the following statement: "* * * *several drafts of contracts, and of schedules of rules and regula-*

tions, all of which have been pigeon-holed at the Department."

No drafts of contracts have ever reached me or the Department over which I am Superintendent. Every possible effort, as the following official correspondence will show, was made by me to secure the approval of rules and regulations as a basis for contracts, for I was unwilling to admit children into the schools until this matter was settled. I convened the managers of the various schools at Harrisburg, as the following official summons shows:

HARRISBURG, *June 7, 1886.*

ROBERT E. PATTISON, *Governor of the Commonwealth of Pennsylvania.*

SIR: After consultation with Gen. Wagner, who has reported the date named as agreeable to yourself, I have issued the enclosed official order.

Very respectfully yours,
E. E. HIGBEE,
Sup't. S. O. Schools.

[*Official order sent to all the Schools and to the Inspector:*]

DEPARTMENT OF SOLDIERS' ORPHAN SCHOOLS.
HARRISBURG, *June 7, 1886.*

DEAR SIR: You are hereby requested to be present at a meeting of the Principals and Managers of the Soldiers' Orphan Schools and Homes and the State officials, to be held at this Department on Thursday, July 1st, 1886, at 11 a. m.

The object of this meeting is to take into consideration and act upon the question of contracts between the State and the several institutions, for the year commencing June 1, 1886, and upon such other matters as may be deemed necessary.

It is of the utmost importance that you be in attendance. Very respectfully,
E. E. HIGBEE, *Supt.*

As the result of this convention, at which Inspector Wagner was present, after much consultation and deliberation, I carefully framed a detailed schedule of rules and regulations (which will appear in my annual report), and sent the same to the then acting Governor for his approval, and as the basis of contemplated contracts with the schools.

HARRISBURG, *July 12, 1886.*

TO ROBERT E. PATTISON, *Governor of the Commonwealth of Pennsylvania.*

DEAR SIR: I send herewith Rules and Regulations for the Soldiers' Orphan Schools, for your approval. I have made them as specific as possible, and followed the suggestions of Inspector Louis Wagner, so far as my judgment would allow. I think, upon the basis of these regulations, a contract can be made with the schools for this year, after which, according to law, all admissions cease. I greatly prefer that the *form of contract* be drawn up by the legal authority of the State. I shall regard it my duty to give earnest consideration to whatever suggestions you may make. These contracts should be made, in my judgment, as soon as possible, because the schools begin their work on September 1st, immediately at the close of the present vacation.

Yours very truly,
E. E. HIGBEE, *Supt.*

After long delay, from July 12th to October 20th, this schedule came back to the S. O. Department without any Executive approval, and with various changes and modifications made by the male Inspector. In the meantime, however, I made every exertion to expedite the matter. As early as July 26th, I officially addressed the Inspector, as follows:

HARRISBURG, *July 26, 1886.*

LOUIS WAGNER—*Dear Sir:* I have submitted regulations to the Governor for approval, making them conform as much as I could to your data. As yet I have had no response, except the acknowledgment of their reception, although I sent them more than a week since. I trust that matters may be soon sufficiently settled to warrant my ordering in children.

Yours truly,
E. E. HIGBEE, *Supt.*

Again, August 9th, I urged the matter by officially writing the Inspector, whom I knew to be nearer the counsels of the Executive than myself.

HARRISBURG, *August 9, 1886.*

GEN. LOUIS WAGNER—*Dear Sir:* Any regulations which you find the Governor can approve and the managers of the school can, by special contract, conform to, I am willing, upon examination thereof, to carry into effect so as to begin admitting children. The pressure is very severe for admission, but I will not admit until matters are satisfactory to the Governor. Yours very truly,
E. E. HIGBEE, *Supt.*

Receiving no communication from the Executive, and not knowing whether he would approve the rules and regulations which had been submitted to him on July 12th, I again, on October 5th, wrote to the Inspector as follows:

HARRISBURG, *October 5, 1886.*

GEN. LOUIS WAGNER—*Dear Sir:* In regard to contracts, I have forwarded already a body of regulations upon the base of which I hoped contracts might be made. These regulations have not yet been approved by the Governor. I stated in sending the regulations, that "I prefer that the form of contract be drawn up by the legal authority of the State," and that I would regard it my duty to give earnest consideration to whatever suggestions might be made. I have done all I can. If you and the Governor and the Attorney-General will formulate a contract upon the base of regulations such as you can approve, I will do all in my power to carry the same into effect. Yours truly,
E. E. HIGBEE, *Supt.*

Finally, thinking that patience was no longer a virtue, and feeling that the requirements of the law and the necessities of the children were of paramount importance, and that all other considerations whatsoever must give way to these, I began to admit children upon the basis of the old regulations. At

last, on October 20th, as before said, the rules and regulations which were sent to the Executive on July 12th were returned without approval, and with various changes and modifications made by the Inspector. In view of this, I called another meeting of the managers as soon as possible, the little delay having been occasioned by my effort to secure the attendance of the Inspector.

HARRISBURG, *October* 23, 1886.

GENERAL LOUIS WAGNER, *Inspector and Examiner of Soldiers' Orphan Schools:*

Dear Sir: Can you meet the Principals of the Soldiers' Orphan Schools on Wednesday, November 3d, 1886, at 2 o'clock p. m. in Soldiers' Orphan Department, Harrisburg, Pa?

Yours truly, E. E. HIGBEE, *Supt.*

PHILADELPHIA, *October* 26, 1886.

PROF. E. E. HIGBEE, D. D., *Superintendent, etc., Harrisburg, Pa.*

Dear Sir: Yours of 23d inst. received. My engagements are of such a character that it is impossible for me to meet the Principals of the Soldiers' Orphan Schools, at your office, on Wednesday, November 3d at 2 p. m., or at any time in that week, all of which I much regret. Yours truly,

LOUIS WAGNER,
Inspector and Examiner.

After consultation we fixed upon a date, and I notified the schools and sent the following to Inspector Wagner:

HARRISBURG, *November* 3, 1886.

GENERAL LOUIS WAGNER, *Inspector and Examiner of Soldiers' Orphan Schools:*

Dear Sir: A meeting of the Principals of the Soldier's Orphan Schools will be held at this Department, on Tuesday, November 16, 1886, at 11 a. m., to take into consideration and act upon the proposed revised rules and regulations for the government of the schools. Yours respectfully,

E. E. HIGBEE, *Supt.*

As the result of this convention, at which Inspector Wagner was present, as he also was at the meeting of July 1st, I formulated another schedule, which I thought would be satisfactory even to tooth-brushes, napkins, individual towels, etc., etc. The same was forwarded to the Executive through the male Inspector.

HARRISBURG, *Nov.* 23, 1886.

GEN. LOUIS WAGNER, *Inspector and Examiner Soldiers' Orphan Schools:*

DEAR SIR: We send you herewith a copy of the proposed revised rules and regulations, which have been prepared since the recent meeting of the principals. A number of your modifications were accepted and are now incorporated therein. In our judgment, these rules are now as stringent and exacting as they should be made, to expect compliance on the part of the principals. We wish you, after an examination, to hand them to the Governor, with the hope that they may meet with his approval, as also your own, and with the desire that he or his Attorney General shall formulate a contract which will make the regulations binding.

Yours respectfully,
E. E. HIGBEE, *Supt.*

PHILADA., *Nov.* 27, 1886.

PROF. E. E. HIGBEE, *Sup't S. O. Schools, Harrisburg:*

DEAR SIR: Yours of 23d inst. with a copy of new rules and regulations duly received. They go forwarded in this mail to Governor Pattison, with several suggestions, of which find copy enclosed.

I trust this matter may now be promptly adjusted.

Yours truly, LOUIS WAGNER,
Inspector and Examiner.

This schedule, upon which I had spent so much time, was *never returned* to me or to my office, approved or disapproved, and where it is now "pigeon-holed" I know not.

I repeat: No drafts of contracts have ever been forwarded to my office, either from the Executive or Attorney-General, or Inspector, although, even against my judgment, I was willing to put such contracts in force, and asked that they be framed by the legal authority of the Commonwealth.

Now, knowing that Inspector Wagner was familiar with all this, himself having taken part in it, I was surprised (and who would not be?) at the statement quoted above from his report. I had some faint hope that by the ambiguous term "Department," the Inspector did not mean the Department of Soldiers' Orphan Schools. Hence I wrote him the following letter, which, under the circumstances as I now know them, I regard as even more than courteous.

LANCASTER, *May* 4, 1887.

GENERAL LOUIS WAGNER—*Dear Sir:* My son is trembling between life and death, with scarcely a hope of recovery, necessitating my continued absence from the office at Harrisburg. On this account I have not read your final report. I am told, however, that you assert that regulations for the S. O. Schools, or documents pertaining thereto, have been "pigeon-holed in the Department." Do you refer to the *Department over which I am Superintendent*, or to the Executive Department? I deem no apology needed for insisting, as I now do, upon a prompt and positive answer. Yours truly,

E. E. HIGBEE.

To this letter I received the following vague reply:

PHILADELPHIA, *May* 7, 1887.

PROF. E. E. HIGBEE, D. D.—*Dear Sir:* Yours of the 4th inst. received. I am very sorry to hear of your son's illness, but hope for his early recovery.

Until you are able to again go to Harrisburg, you had better let the matter of my report rest. When you read it, you will find it so direct that you will have no question as to my reference to the Department. Yours truly,

LOUIS WAGNER.

Not satisfied with such an answer (and who having common sense could be?), I sent him the following letter, which I thought might bring some answer:

LANCASTER, *May* 8, 1887.

GENERAL WAGNER:

Dear Sir: My son is slowly dying, and I fear will

not survive this Sunday. Your letter gives me no satisfaction whatever. I have only time and disposition to say that if you mean that I have pigeon-holed any documents, or that my Department has, without the fullest and fairest consideration thereof, done it, it is a *deliberate falsehood*, and I shall so publicly declare it, as soon as I can return to my office.

Yours truly,
E. E. HIGBEE.

To this letter I received the following insolent and unmannered reply:

PHILADELPHIA, *May* 11, 1887.

PROF. E. E. HIGBEE, D. D., *Lancaster, Pa.:*

Dear Sir: Yours 8th inst. received. I fear that my thought that your inability to fill the place you hold arose from age and physical infirmity, was an error, and that your troubles are caused not only by physical but also by mental dyspepsia. In view of this and out of respect to your profession of a clergyman, which you seem to forget, I will not retort in kind to your language of a bully and a blackguard, and in acknowledging your letter content myself with the hope that you will some day be thoroughly ashamed of having written it.

Yours truly, LOUIS WAGNER.

This last reply ends our correspondence, but reveals very clearly the true animus of all the charges. Playing the role of Superintendent under the title of Inspector, he at last throws in my face his assured conviction that I am mentally and physically incapacitated for the work of my office, and have descended to the manners of a bully and blackguard. Who is this pedantic mental and physical giant, who with such lordly spirit searches so closely for the mote that may be in his brother's eye, but fails to see the beam that is in his own eye?

Posing before the State for many months as the chivalric defender of outraged orphans, even he should have grown tired of the farce at last and got down from his pedestal of humbug. But doubtless he thought himself repaid many times in the extraordinary amount of free advertising of "General Wagner" that has attended his brief and infrequent visits to the schools. His inspection has been remarkable chiefly for its large promise and little performance. Ostensibly the service was undertaken "for charity"—but that charity which is always self-seeking, always vaunting itself, and letting the left hand know what the right hand doeth, is too ostentatious to be genuine.

As to the system of schools which he is modestly represented as having reconstructed, and the individual schools which he is said to have regenerated, no one connected with the management of either has the slightest knowledge of such service rendered. The system is the same as that of ten years ago; the schools are the same as before Inspector Wagner was in any way connected with them. They were good schools—deservedly the pride of a patriotic State—before Mr. Joseph Pomeroy was promoted to the chief clerkship in the Soldiers' Orphan Department at Harrisburg, which very proper promotion uncorked the vials of Ex-Gov. Pattison's wrath, and led to all the mischief that has followed; they were good schools during the stormy period of wicked defamation and unmerited disgrace; and they are good schools now, in little or no respect better because of this man's so-called inspections.

Inasmuch as Inspector Wagner has seen fit in his official report to speak of my apparent personal disqualifications for the office which I hold—disqualification physical (infirmities of age, I am 57)—intellectual, as not knowing the law under which the schools are in operation—and moral, as guilty of doing injury to orphans through favoritism to various managers—he need not be greatly offended if I return the compliment as regards himself.

At the beginning of my intercourse with him I recognized his remarkably pompous self-importance and bluster, which are not the characteristics of either physical, mental or moral strength, and all of which was very distasteful. Subsequently, however, as he entertained a wilful stillness at the meetings of the managers and elsewhere within my personal observation—covering his large ignorance of the schools with an amusing air of familiar acquaintance with them and complete mastery of the subject of their management, even to the minute details of individual butter-plates, etc.—it gave me a quaint relish, as affording a fresh illustration of the great poet's words,

"I am Sir Oracle,
And, when I ope my lips, let no dog bark."

Instead of being ashamed of what I have written, I now reiterate, with still more emphasis, that if Inspector Wagner meant to assert or in any sense to imply that any drafts of contracts or schedules of rules and regulations had been "pigeon-holed" in my Department—as he seems to have done, in that he has permitted a direct assertion to this effect to be published and republished for weeks without challenge or contradiction on his part—the statement is, as any man ought to see from the evidence given, *a* MOST *deliberate falsehood.* In repeating this I do not forget that I am a clergyman, but also remember that I am a man.

At another time I will call attention to this peculiar *inspection of the Superintendent*, and show how empty and false are the other

insinuations with which it abounds. In conclusion: However severe my mental dyspepsia may be, I recommend to the ex-Inspector a careful husbandry of his mental resources. "Pygmies are pygmies still, though perched on Alps." And as a clergyman, not forgetful of his office, I exhort him to a careful study of St. Paul's apposite words in Galatians vi: 3, 4.

E. E. HIGBEE.

ORGANIZATION OF NEW BOARDS.

THE Act of April 22, 1863, requires new School Boards to organize "within ten days after the first Monday in June, in each year." As it is important that the new Boards should meet and organize promptly according to law, the old Boards should fix a time for holding a meeting for the purpose, and give due notice to the new directors who have been elected.

Upon meeting for the purpose of organization, directors should first elect a *temporary* president and secretary, and proceed to ascertain who are members, by having read the election returns placed in the hands of the old Board by the proper election officers. Disputed points concerning claims to seats must be disposed of. Questions arising out of tie votes must be settled. And when it is ascertained who are members, the Board is ready to organize *permanently* by electing a president, a secretary, and a treasurer. Those having a right to vote under the temporary organization are the directors holding over and the persons duly notified of their election. Those entitled to vote in effecting the permanent organization are the directors holding over and the persons found entitled to seats in the Board by their election. Among the items of business that should be attended to by the new Boards on the day of their organization are the following:

1. Appoint persons to fill vacancies in the Board, if any such vacancies exist.

2. Receive the annual report and certificate from the old Board, whose duty it is to prepare these papers, attach the signature of the officers of the new Board, and forward them to the proper County Superintendent for approval and transmission to the Department of Public Instruction. *This duty should not be neglected.*

3. See that any moneys in the hands of the old treasurer come promptly into the hands of the new one.

4. Fix the time and place for holding the regular meetings of the Board.

5. Decide whether the Board will subscribe for *The School Journal* or not. A copy will be sent to the Secretary of each Board by order of the Department of Public Instruction, but the law permits and encourages all Boards of Directors to subscribe for one copy for each member at the expense of the District. No Board can well afford to be without it, not only for its practical value, but also for its suggestiveness to thoughtful men who feel an adequate sense of the weighty responsibility that devolves upon them as School Directors.

THE SOLDIERS' ORPHANS IN THE LEGISLATURE.

WE think that Dr. Jas. W. Walk, of Philadelphia, member of the House of Representatives, in the debate upon the passage of the bill making the necessary appropriations for the Soldiers' Orphan Schools during the next two years, presented the case very fairly in the following remarks, which are taken from the *Legislative Record* report of proceedings for May 5th. The bill was passed by the very handsome vote of 153 in its favor to *one* against it. The views of the Superintendent were endorsed in the most practical manner. No change was thought best in the administration of the the system or in the management of the schools. An increased salary was voted to the Male Inspector, which is proper; and all appropriations asked for by the Department of Soldiers' Orphan Schools were promptly granted by the Legislature.

Now, Mr. Speaker, the attack of General Wagner, if it may be called an attack, which is simply a friendly suggestion, is made on the one single fact that the Male Inspector of these schools was paid the small salary of one thousand dollars, which would not enable a man of sufficient ability to be procured to give his whole time to the work. General Wagner laid that fact before the committee, and in accordance with his recommendation, the Appropriation Committee recommended that the salary of the Male Inspector of Orphan Schools be eighteen hundred dollars per annum, and four hundred dollars for traveling expenses. That suggestion is incorporated in the bill, and that was *the only important suggestion which General Wagner made to the committee.*

The remark as to the inefficient and illegal system of management heretofore is something for which the schools are not responsible. General Wagner and Governor Pattison, and others who criticised the present system under which the schools are operated, criticised the fact that those children were given to private parties at so much per year instead of being maintained in institutions owned by the State and officered by appointees of the State Governor. *That was the whole of it.* Having passed through twenty years of existence, it is utterly impracticable for the years remaining to change this

system, and General Wagner has over and over again said, not only before the committee but to different members of this House repeatedly, that *the schools to-day are in as good condition as is possible—for the amount of money expended upon them.*

Remember, sir, that we do not spend millions in erecting beautiful and monumental structures, as we do for the care of the insane. When we undertake to care for the Soldiers' Orphans, we put them into such buildings as it is possible to procure at the time. And that is the reason that they don't live in such palatial structures—and I am glad they do not. These children must go out and make their living, and I am glad they have not been trained to live in luxury as pampered wards of an extravagant State. I am glad on the other hand that they have been trained to live as the common people of Pennsylvania live, and I defy any man to show that the Soldiers' Orphan children in these schools are not as well dressed, as well fed and as well instructed; and do not have all the moral and religious and intellectual opportunities which are enjoyed by the commonalty of people in the counties surrounding the places in which they are situated. I say this from my own experience. For many years I have lived within a few blocks of the largest Soldiers' Orphan School in Pennsylvania. It has been repeatedly visited by committees of this House and Senate, and will soon be visited by His Excellency the Governor of the Commonwealth.

Mr. ROBINSON (Delaware, who voted against the bill): Is the gentleman a Soldier's Orphan himself?

Dr. WALK: I have not the distinguished honor to be a soldier's orphan myself, not even the orphan of an ex-officer of the navy, who has forgotten the traditions of his profession. [Applause.] But I stand here as representative of the district which has the largest school within its boundaries, and I can say from personal and constant knowledge of that school that it is what General Wagner calls it—a good school, faithfully, fairly and honestly conducted.

And now, sir, I trust that the miscarriage of the intended investigation will not cause us to turn out upon the cold charity of the world nearly two thousand children cared for by the State. It is designed that no children shall be admitted after June 1st. In the coming year six hundred of these children will leave by reason of age or final discharge, in the next year six hundred more, and when the time comes for the schools to close there will be but seven hundred or eight hundred children to be finally dismissed in the last year; so the State wisely proposes to allow these schools to be gradually depleted of the children, gradually absorbed back into the masses of the community in this State, and be allowed to grow up an honor to the schools of the Commonwealth. Allow them to be absorbed back in this way, and not turn them out and impose upon the public a burden to be, possibly, through lack of instruction, a curse to the Commonwealth. I know that this House will pass this bill. [Applause.]

OUR SPRING ARBOR DAY.

AT THE LANCASTER HIGH SCHOOL.

IT was bright and cheerful, and an auspicious day for tree-planting. The pupils of the High Schools planted their trees or vines, as heretofore, these being distributed shortly before noon, with instructions as to the best method of planting them. At two o'clock the schools again assembled. Smiling faces everywhere and holiday dress bedecked with ferns and flowers were the leading charm of the audience hall, itself made gay with green and bloom from the hot-houses of a neighboring friend of the the school. The following programme occupied about two hours and a half, and was heartily enjoyed by the large number in attendance.

Reading and Prayer. . . . . Dr. E. E. Higbee.
Chorus—Spring Time Once Again . . . . . Sullivan.
Chorus—Innistail . . . . . Phelps.
Quartette for Four Violins—(Bohne, Opus 20,) Miss Edith Metzger, Miss Bertie Best, Master Frank S. Loeb, and Prof. Carl Thorbahn.
Chorus—Soldiers' Chorus (Faust) . . . . . Gounod.
Chorus—There's a Wedding in the Orchard. . . . . Dodge.
Address—"The Trees of Palestine," . Rev. C. Elvin Haupt.
Chorus—Let Me Dream Again . . . . . Sullivan.
Chorus—Where are Now the Hopes I Cherished? . . . Bellini.
Recitation—Nature's Farewell (Mrs. Hemans)—Mary W. Acheson.
Readings—Arbor Day (B. G. Northrop)—Herbert C. Miller. The Palm Tree (Mrs. Hemans)—Laura F. Kready.
Chorus—Ehren on the Rhine. . . . . Hutchinson.
Chorus—Come to the Sea . . . . . Roberti
General Remarks.
Chorus—The Mahogany Tree (adapted) . . . . . Campana.
Doxology—Praise God from Whom all Blessings Flow.
High School Orchestra. Violins—Misses Edith Metzger, Bertie Best, Alice Fahnestock, and Masters Loeb, Apple, McCaskey, Reed, Weichans, Hurst, Herr and Koring. Flutes—John A. Sprenger and Hiram D. McCaskey. Clarionets—Harry E. Wenditz and Thomas Thorbahn. Bass Viol—William H. Goll.

The music by the schools, comprising nearly three hundred trained voices, was delightful, under the able direction of Prof. Carl Matz. The chorus was supported by the High School Orchestra, under direction of Prof. Carl Thorbahn.

THE TREES OF PALESTINE

was the subject discussed by Rev. C. Elvin Haupt, one of our most active clergymen, a gentleman of fine scholarship, and an enthusiastic lover of nature. His remarks were as follows:

There is a land far away, having the easternmost waters of the great Mediterranean Sea for its western border, towards which pilgrims have traveled from the days before the authentic recording of time began. It is a land that once flowed with "milk and honey," the synonyms of vigor in both animal and vegetable existence. It is the land which victorious Joshua allotted to the conquering Israelites, where David planted the City of Peace, and over whose rolling acres wise Solomon swayed his golden

mace of power. Here came and went the generations of the tribes of the chosen nation, through the cloud and sunshine of their well-known history, and this land it was which was made holy by the footsteps of the Lion of the Tribe of Judah, the anointed Lowly One. This is Palestine. But the Palestine of to-day is not the Palestine of old. It is a land whose scenery lacks character, and one is at first disappointed on beholding the land. Destruction and waste have followed each other in the ruin of what was once a garden, and could be made so again. Great forests have been cut away, and the hills made bare. The terraces supporting the soil have long been neglected, and full scope has been given to the rain to wash into furrows the broad surfaces of limestone by which the fertile fields and gardens were underlaid. What were once valleys of wheat land, acres of barley, vineyard terraces, mountain summits crowned with massive timber, or the luxuriantly-shaded and fringed margins of the swiftly-flowing and limpid Jordan, are now dry, stony commons, dormant and desolate. Loss of vegetation has produced loss of rain, and loss of rain a loss of population.

Yet this obscure corner of the earth, amid the hills of Judea and beside the waters of Galilee, is the cradle of the world's great religion. The Jews were the only well-civilized people who then dwelt in a mountainous country. Bordering so closely upon Enrope and Africa, and being part of the vast continent of Asia, there was something for each race here, and, singularly enough, by sudden transitions there were types of each part of the world.

Between the latitudes of 31 degrees and 34 degrees, as far south as the State of Georgia or Alabama, lies a country wonderfully diversified by hill and valley, snowy mountain, and almost torrid plain. Aram signifies "highland," Canaan "lowland." So varied a country contained a wonderful supply of vegetation in many forms. In the days of the great kings and heroes of a thousand years before the Christian era, how beautiful must have been this sunny and fragrant land!

Let us peep for a moment into the deliciously-scented garden of some rich gentleman of the days of Solomon, and within the walls of Jerusalem, before we mount, in fancy, our gayly-equipped camels and join the caravan about to start on a northward journey to Galilee.

As we survey the borders of the fountain in the middle of the inlaid court, we discover the beautiful branches of the almond tree, the first to bud in the spring-time. Near it is the citron tree, with its dark green leaves and its purple flower, used often in the synagogue as a symbol of God's gift of fruits. Solomon said, "Words fitly spoken are like golden citrons presented in silver baskets." Here also we discern the aloe tree, used by the people of cities as a perfume, and the delicious lotus flower, brought hither from Egypt and used by the ladies as an ornament for the hair, or held in the hand at a great festival. See, there is the Egyptian sycamore, with its great evergreen leaves, its wood often used as timber for furniture and doors; and one may even find towering among the flowers a small but beautiful specimen of the palm.

As we now leave the City of Zion for our journey, turning our eyes northward for a moment to the corner of the city wall, we behold a noble specimen of the terebinth tree, which loves to grow in the warm, dry places, and looks much like an oak tree, but bears small clustering blossoms and red berries. On the slopes of the hill before us, we behold many fine specimens of the olive tree, one of the blessings in abundance of the Promised Land, and of which the chief wood-work of the Temple has been built. Little did they know how sacred would become to all Christianity a little spot of earth beneath their shade called the "Garden of the Olive Press"—Gethsemane.

But what is this beautiful tree growing so gracefully, with its dark, glossy leaves and flowers? Ah, it is "Hadassah," Esther's name-sake, the myrtle; whose branches were used in the synagogue on the Feast of Tabernacles, and whose flowers and berries were a sweet perfume to the young daughters of Israel.

See also the pleasant fields of wind-swayed wheat and barley bowing their crowned heads as we pass, and the ever-weeping, clinging vines, glorified by the same bright sun of morning that falls upon the golden gates of the Temple behind us.

As we pass over the brow of Olivet, and sweep the horizon beyond, we see the broad realm of the "City of Forests" (Kirjath Jearim), the "hill country of Judea," whose rounded summits seem very gray on account both of the bare limestone and also of a thicket of peculiar shrubs with a gray leaf, which grows here and there amid the rocks. Lone and rugged places are to be seen. Truly a wilderness! Here and there some massive oak, or terebinth, or plane-tree stands above all Little do our companions, riding beneath this foliage, know of the great devastation of our nineteenth century, when these forests and all large timber shall be unknown.

But let us halt a moment to rest our beasts, while we consider the beauty of the flowers everywhere abundant in the glades and pasture openings. Daisies, and star of Bethlehem, and wild tulip, poppy, and, above all, the plentiful blaze of scarlet flowers—anemones, which we modern travelers are prone to call the "lilies of the field," and to style the "Saviour's blood-drops."

Passing down along the slopes of the wilderness after our brief siesta, we emerge upon the great plain of the Jordan, the hottest part of the Holy Land. Here we find a profusion of vegetation—the olive with its lowly, twisted trunks, quaint growth, and silver foliage; the fig, sending up from its one root many trunks, whose branches interlace, and whose broad green leaves form a grateful shade—as we approach the site of Jericho, whose fallen walls remind us of the displeasure of God with those who defy Him. Here we behold groves of the curious and precious date-palm, usually sending up two trunks from one root. These trunks bifurcate above, and carry at the top of their columns a bundle of from twenty to thirty leaves, six to

nine feet long. Here we are reminded of the tropics, and we discover mingling their leaves and boughs, the apricot, the peach, and a variety of plum called in our own later day Zaccheum, probably because Zaccheus, who wanted to see Jesus at Jericho, climbed into one of these trees.

Turn a moment and look at this tall shrub. Mark its spines. It is the Rhamnus, called by the Arab the "Nebek." He grinds the dried fruit and seed together, and eats greedily. It was from this plant that a crown of thorns might easily be woven. Yonder are the beautiful specimens of oleander, with their rich clusters of scarlet and crimson and white blossoms.

As we ford the Jordan, we turn to look southward, and behold the deep cup of the Dead Sea. We remember the so-called "apples of Sodom," beautiful to the eye, but full of dust within. Here and there stands a lonely but ever green carob tree, whose fruit is the well-known "locust pod," familiar to moderns by the name of "St. John's bread," though it is doubtless a misnomer.

Turning our faces northward, we journey toward the headwaters of the Jordan. Here we behold a vast area of forest and everglade, through which the busy river flows quickly to its end, a winding journey of two hundred miles. Here, amid the profusion, we discover a majestic specimen of "Abraham's Oak," the largest variety of this species. It spreads ninety feet of shady foliage, and its solid trunk is almost seven feet in diameter. See also the group of terebinth or "turpentine oaks," so named not because they produce acorns, but on account of the grain and the wide spread of their growth. The fruit is ruddy and purple, and very juicy and sweet.

And what a thicket of graceful white willows and poplars grows everywhere, with the thorny acacia, the mountain ash, the oleanders, palms, tamarisks, alders, and the wild blackberry! Here and there stands a bay tree, near to the "rivers of water," bringing forth "its fruit in its season," with its evergreen leaves, rich and dark and fragrant.

Pitching our tent for the night upon the borders of the moon-lit river, whose silver ripples dance and gleam before us as we rest beneath the deep-fringed shadows of the palm and olive and fig in the jungles of the Jordan, we recall reverently the skill and bounty of the hand of the Maker of all this scene!

Pursuing our way with the sun, we arrive beyond the mountains of Gilead, at the slopes of the Sea of Galilee, and again find the abodes of men. We behold here the sycamine tree, or black mulberry, and the date-palm vigorously growing, and, with the many vineyards hedged in on every side, the orange, with its aromatic fruit and dark, luxuriant leaves, the lemon in golden beauty, and the dark, fair apricot.

But we pass rapidly onward. Before us looms up the gigantic height of Mt. Hermon, with its crown of snow. As we cross the streams of the Yar and the Dan, and continue our ascent of the dark ravines along the slopes of the mountain, there bursts upon our view at some turn of the winding road, our first sight of what the Arabs call the "Trees of God," the cedars of Lebanon, covering the sides of the mountain with their delightful presence, or lying prostrate ready to follow their fellows on their long land and sea journey to Jerusalem's temple and palaces. There they yet stand in all their majestic height and sweeping branches, remote from the haunts of man, the symbol and type of the grandeur of true character, the glory of uprightness. Well might David bring and Solomon build these great trunks into the strong house of the Lord! Well might Zerubbabel devoutly do likewise, and Herod complete the work in his day—with these giants of the colder North.

Such were the trees of the sacred land in olden days. Such are the teachings of the Bible concerning them. Here we rest, recording only one great fact, that Palestine to-day might become what she once was, and Phœnicia's emblem be like her name, the luxuriant palm truly, if her people would but cultivate anew her beautiful and precious trees. Even as it is, the Kedron's streamlet has begun in our own day to flow more abundantly, because of the planting of trees north of the city of Jerusalem. Thus, in a way of its own, by the sowing of seed, the training of trees, and the cultivation of the rough, hard soil alone, could the historic land of Palestine fulfil our brightest vision of the past, its borders bloom again and blossom as the rose.

After music and readings in the order of the programme, State Supt. HIGBEE made a pleasant informal talk to the pupils, much as follows:

My dear boys and girls, I cannot tell you how glad I am to be again amid all this Springtime wonder of leafage and bud and blossom; nor can I tell you what pleasant thoughts and cherished memories are always associated in my mind with some of the simplest and commonest wild-flowers of the meadow and the field.

With what delight, when a bare-foot boy in Vermont, have I roamed through the meadows plucking the early buttercups and the dandelions! And I enjoyed the holiday sport all the more because there was with me so often a little girl about my own age—a bright-eyed, smiling companion. How fresh to memory are the flowers I held under her chin, to see whether she "liked butter"—infallible test! And the scapes of the dandelions, split with the tongue, then linked into chains and hung as pendants round her ears! How we blew off the gray hairs to see the bald head of the seed receptacle, —hardly more bald than is now our own! Ah! we enjoyed the fun! Have you not done the same?

Association with flowers and buds and trees is the best of life in any locality. The lasting impression made upon our souls by such experience of nature is the true wealth, and youth is the season to gather largely of its store. How fresh and keen and vivid are the recollections of these things! Within a day or two, my son, hovering between life and death, had sent to

him by a friend two jack-snipe and two robins. I took them to his bedside, that he might see them, and asked whether they should be cooked for him. He said Yes, to the snipe. "But the *robins*—the man that shot the robins ought to be shot himself!" How many, many a time, when a child, he had heard them sing among the trees at Mercersburg! And in memory he heard them still. To kill these birds seemed the crime of sacrilege in the very temple of Nature herself.

A few weeks ago, in the depot at Harrisburg, while awaiting the train bound for the West, my attention was attracted by a little girl, belonging to an emigrant family, who was crying. I asked her the cause of her trouble, but could get no answer. So I tried the ever-safe remedy for childhood distress, and gave her a nickel. She smiled and was happy. Her brother, standing near, was now disturbed and looked at me with very earnest eyes. Another nickel, and *he* was happy.

Some time after I went into the emigrant car, for I like to see these foreigners and to study them. There I saw again and was recognized by my little friends, the boy and girl of the nickel. They were sitting beside their brother, a broad-shouldered, thick-necked, light-haired, blue-eyed Hercules.

He had the baby on his knee and was feeding it milk from a bottle and some kind of powdered food from a spoon. He seemed glad, even jovial, with the children about him. Suddenly I saw his shoulders elevated, his neck swell, and, on looking closer, observed that his face was flushed and that tears were streaming from his eyes, while his whole frame gave evidence of the most intense excitement.

I rushed to him to help him, and said in German, "What is the trouble?" He looked at me, grasped my hand and sobbed hysterically, "*Mein Vaterland! Mein Vaterland!*"

Then I understood it all. He had come from Switzerland! and these were the first and only mountains he had seen since leaving his native land. The grandeur of the Alps had sunk deep into his soul, and these mountain spurs at whose base the Juniata flows and under whose shadow almost the train had sped, came upon him with an overpowering sense of *Home*.

Plant your trees and vines and shrubs and flowers. Care for them. Give them your best—that is, learn to love them. They will repay your care and your love with blessing that you little dream. Love all things grand and glorious; love all things good and fair. Love your music. You sing wonderfully well, and we must all thank Prof. Matz for the charming concert you have given us to-day. I am delighted to be with you, and hope that this will not be the last Arbor Day we shall spend together.

SUPT. R. K. BUEHRLE said he had just been informed that in addition to the large number of Japanese (the beautiful Japan ivy, recently introduced into this country) that came here this morning for distribution to the pupils, there were also brought to the Boys' High School, at the same time, a goodly number of Chinamen. What is especially wonderful about these parties is that they are members of a very ancient family, whose pedigree dates back some millions of years, more or less. They were brought here at the direction of the principal of the school, and distributed among the pupils, with the understanding that they should be planted where they may bear many a basket of that elegant fruit—the luscious peach—of which we are all so fond. For it is of the peach, a native of China, land of wonders of which we ought to know much more, that I wish to say a few words.

I have hinted at the age of this family—the Rose—which first appeared in the tertiary age, and whose most primitive forms extant are the beautiful yellow Potentilla, commonly known as Cinquefoil, whose nearest relative is the white wild strawberry, and whose cousins are the dewberry and blackberry, with blossoms still white but gradually verging toward the pink tint, and toward self-support. This is attained in the sweet-brier, of beautiful pink, and with thorns so well developed as to give rise to the expression, "No rose without a thorn."

From the sweetbrier, the step to the ordinary fruits, among which the peach stands first in delicacy of flavor, is but a short one. This, as already intimated, we owe not to Persia, as its name would indicate, but to China, whence it was brought through Persia and the Orient to the countries of Western Europe in the Middle Ages, whence at last it found its way to us in the far West, having made its tour around the earth.

REV. J. MAX HARK said that a week ago he had visited the home of his childhood in another part of the State. And though he did not have time to call on any of his human friends there, he had taken the time to call on some of the tree companions of his youth, his old-time playmates, several of them planted by him, and many of them grown up with him from infancy. Perhaps, indeed, what most urgently drew him there was a grave that lay under the spreading shade of one of those trees. But love for the trees themselves, with all their precious associations, also had its influence. Though they had grown to larger, more beautiful proportions since last he had seen them, he recognized the familiar form of each one—their several peculiarities. Even as God's breath was blown through them, and they sang their evening hymn of praise together in a chorus of wondrous harmony, he thought he recognized the very voices of many of

them as the tones of old familiar friends; for every kind of tree, and every individual tree, has a voice and tone of its own.

Walking alone under these over-arching boughs, he could not help being impressed again with the thought: How much easier it must be to lead a pure and upright life when one's society is made up less wholly of merely human beings, and more of trees and their wholesome, helpful presence. And there is truth in the idea, even if for no other reason than this, that trees make pure air, and pure air helps to make pure lives. At least the man who habitually lives on good air will be more likely to be a good man than he who lives and moves and has his being in an atmosphere that is impregnated with all manner of foulness.

He believed that Lancaster would be a better place morally if it had more trees. There are entire blocks and successions of blocks where there is not a single tree growing. Yet just in those blocks, from every cellar and ware-room, from every gutter and sewer, to say nothing of the breath of these hundreds and thousands of people, there are being given forth every hour and moment clouds of impure, unwholesome, deadly gases, as noxious and harmful to the mental and moral as to the physical condition of those who have to breathe them in and live in them. Trees are the scavengers and disinfectants of the air. We need thousands more of trees in our city to cleanse its atmosphere, and to absorb its impurities, and give it instead the sweet, pure oxygen on which man lives. It would be in the interest of morality, social purity, happiness and religion, to plant more trees everywhere, along all our streets, and wherever one will grow. A tree is as good as a tract, and better than some sermons. Therefore plant your trees and shrubs and vines, nor ever grow weary in this form of well doing. It is working for the best interests of your fellow-man. It is a truly religious task. It is working a work of God.

Mr. J. C. GABLE, of the High School, being called for with much enthusiasm, spoke much as follows:

Thirty years ago, when quite a little boy, I was spending the summer vacation in the country. One bright day I was playing on the edge of a wood, about fifty yards from the farm-house, enjoying the cool shade and pleasant murmur of a giant pine tree, when my attention was attracted by the unexpected appearance of a very fine carriage, driven by a liveried coachman, and in which rode a rather aged gentleman. The carriage stopped near me, and the gentleman asked: "To whom does that tree belong?" "To my grandfather," I answered. He said: "I would give a thousand dollars to have that tree in my grounds in New York!" I was impressed with the equipage, but this remark moved me still more deeply, and I looked at that mighty pine with a newly-kindled reverence. This seemed an extravagant estimate of value, but in later years, and with greater discernment, I knew that it was but a modest valuation. That pine tree was always the first thing I looked for, when nearing my grandfather's farm, on my annual summer holiday.

Three years ago I happened to be driving in that vicinity, and I longed to see that dear old tree. I drove five miles out of my way too, for that purpose, but was shocked and outraged to find that some vandal had cut its roots and dug away the earth from one side of it to make room for a road-way, and that the grand old tree was slowly but surely dying. I measured its girth—three times the reach of my fully-extended arms—and wished that the vandalism which could destroy such a noble giant of the forest should be deservedly punished.

A wise old Spartan King, Lycurgus—and the Spartans were wiser than not a few other nations more noted for their learning—wrote as one of his laws, "Teach your boys what you would have them practice when they become men." I think our legislators at Harrisburg must have recognized the force of this educational maxim, when they placed on the statute books a law introducing Arbor Day into the public schools of the Commonwealth. The institution of an Arbor Day struck me at first as a very good thing, but destined to be short-lived on account of the difficulty of interesting the general public in such matters. But its introduction into the schools of the State has saved it; for if we set the children to talking of trees and vines and shrubs and flowers, *and planting them*, we will soon have the parents doing likewise.

I have a suggestion to make: There are here present some who will have severed their connection with these schools before the coming of the next Arbor Day. I refer to the classes soon to graduate. They could not better celebrate their graduation year than by selecting some long-lived and stately tree, say the American, English or Scotch elm, the sugar maple, or other suitable tree, as their class tree, and then having each girl and boy pledged to plant one of these trees somewhere on the side-walks of the city. Many persons neglect the side-walk altogether, and some who do plant trees, plant those of rapid growth, like the silver maple or white poplar, which soon grow so rank that they must be pollarded, after which their beauty is forever marred, and their life but a matter of a few years. In many parts of our city shade trees are conspicuous only by their absence. Here is a chance for the boys and girls of the class of '87. Plant these trees now, and forty or fifty years hence, when you, perhaps, return to your native city, old men and women, you may be able to point to one or another of these grand trees and say: "That is an elm of the class of 1887."

OFFICIAL DEPARTMENT.

DEPARTMENT OF PUBLIC INSTRUCTION,
HARRISBURG, June, 1887.

THE annual examinations of the several State Normal Schools will begin as follows:

TUESDAY, JUNE 7, 9 A. M.

Kutztown.—Prof. G. M. Philips, Supt. D. S. Keck, and Supt. J. O. Knauss.

Mansfield.—Prof. Geo. P. Beard, Supt. Chas. Lose, and Supt. S. Transeau.

TUESDAY, JUNE 14, 9 A. M.

Lock Haven.—Prof. J. A. Cooper, Supt. Matt. Savage and Supt. C. J. Swift.

West Chester.—Prof. J. F. McCreary, Supt. Jos. K. Gotwals and Supt. Wm. H. Slotter.

Bloomsburg.—Prof. Theo. B. Noss, Supt. J. S. Grimes, and Supt. L. O. Foose.

TUESDAY, JUNE 21, 9 A. M.

Edinboro.—Prof. D. J. Waller, Jr., Supt. J. M. Morrison, and Supt. N. P. Kinsley.

Shippensburg.—Prof. L. H. Durling, Supt. J. H. Likens, and Supt. M. G. Brumbaugh.

California.—Prof. B. F. Shaub, Supt. Geo. A. Spindler and Supt. Jas. S. Herrington.

TUESDAY, JUNE 28, 9 A. M.

Millersville.—Prof. D. C. Thomas, Supt. Thos. B. Bodenhorn and Supt. H. C. Breneman.

Indiana.—Prof. N. C. Scheaffer, Supt. Geo. H. Hugus and Supt. Martin Bowser.

Superintendents of the several Normal School Districts are invited to be present at the examinations in their respective districts. The expenses of the members of the Board of Examiners will be paid by the State. No one appointed as a member of the Board can be absent without securing the services of another person, of the same class, and all such changes shall be subject to the approval of the Department. Each student must receive four affirmative votes out of five in order to graduate.

The following rules concerning the examinations will be in force: 1. The examination must be strictly private, no person being admitted except the members of the faculty, the Board of Trustees, and invited guests. 2. The voting must be done by ballot. 3. The result of the examinations must be announced by the President of the Board.

The order of examinations will be as follows:

1. A careful, written examination in the following branches: First—*Mathematics*, including Arithemetic, Algebra and Geometry. Second—*Natural Sciences*, including Natural Philosophy, Botany and Physiology. Third—*Language*, including Spelling, Reading, Grammar, Rhetoric and the elements of Latin. Fourth—*Historical Sciences*, including Geography, History of the United States and the Constitution of the United States. Fifth—*Professional Studies*, including Mental Philosophy, Methods of Instruction and School Economy.

2. A brief supplementary oral examination in the same branches.

3. A special examination in Drawing, Vocal Music and Book keeping. No student who has not studied these branches to the extent required, and for the length of time named in the course of study, can graduate.

Normal School Principals are earnestly requested to make a thorough, personal, preliminary examination of the classes, in their several schools, and to drop all students not fully prepared, both in scholarship and teaching skill.

To facilitate these examinations, each school is requested to provide its class with a room furnished with desks, a blackboard upon which questions may be written, and a sufficient quantity of unruled paper in half sheets, about eight by ten inches in size, clasps for fastening the sheets together, and suitable pencils for writing.

The State Superintendent hopes to find at all the schools the minutes of the proceedings of the several Boards of Examiners which have held sessions at these schools, including complete lists of all.

E. E. HIGBEE,
Supt. Public Instruction.

SOLDIERS' ORPHAN EXAMINATIONS.

DEPARTMENT OF S. O. SCHOOLS,
HARRISBURG, *May*, 3, 1887.

To the Principals and Managers of the Soldiers' Orphan Schools and Homes:

Vacation, this year, will commence on Friday, July 8th, and close Wednesday, August 31st. All the pupils must return to school promptly at the end of this period, as no excuses will be allowed for absences after that time.

The examinations at the several institutions may continue as many days as those directly controlling them shall deem advisable, but the time of holding each examination must be made to include the day of visitation of the officers named below. Said officers will conduct the examinations, calling upon such persons to assist them as they may deem proper; and it is hereby directed that the examination of the lower classes be limited to some one branch of instruction, reserving most of the time for a more general examination of the higher classes, or classes containing pupils soon to leave the institutions.

The reports of the examinations will be made out by the officers of the several schools and homes, and forwarded to this Department. No regular examinations will be held at the Children's Home, York, or the Industrial School and Church Home, Philadelphia. These institutions, however, will be visited and carefully inspected as heretofore. The examinations will begin promptly at nine o'clock, on the morning of the days named.

The State Superintendent and his Deputies will conduct the examinations on the several dates following: Harford, Tuesday, May 24;

Loysville, Thursday, May 26; Soldiers' Orphan Institute, Friday, May 27; White Hall, Tuesday, May 31; Mansfield, Wednesday, June 8; Chester Springs, Friday, June 10; Dayton, Monday, June 27; St. Paul's Orphan Home, Wednesday, June 29; Mercer and Uniontown, Friday, July 1; Mount Joy, Tuesday, July 5; and McAllisterville, Thursday, July 7. The State Inspectors will be present at the schools of their choice, and take part in the examinations.

An invitation is extended to the Governor to be present at as many of the examinations as his official duties will permit. Commander Samuel Harper, Department of Pennsylvania G. A. R., and Staff, are cordially invited to attend as many of the examinations as will suit their convenience.

The Superintendents of schools and Principals of State Normal Schools will take part in the examinations held in their respective districts. An exhibition of industrial skill and military drill will form a feature of the examinations. Drawing and copy books should be ready for inspection.

The examinations will be, as heretofore, public, and the authorities of the several schools are requested to invite especially the presence of superintendents, directors and teachers of common schools, members of the Grand Army of the Republic, old soldiers and sailors, members of the Legislature, judges of the courts, clergymen, editors, and such other citizens of the several localities as have interested themselves in the work of education as conducted in these schools.

Pupils must resume their studies immediately after the examinations are concluded, and continue in unbroken attendance to the time fixed for vacation.

Arrangements should be perfected so that the examinations may commence promptly at the hour appointed. The regulations for vacation will be the same as in past years.

E. E. HIGBEE, *Superintendent.*

LIST OF SUPERINTENDENTS.

AT the time of writing, certificates of election of Superintendents have been received from all the counties, and from nearly all the cities and boroughs. From the data at command, we are enabled to make the following list. If in any case legal objections are presented, they will be duly considered; and when all these officers are commissioned, a full list will again be published.

COUNTY SUPERINTENDENTS.

Adams	Aaron Sheely	Gettysburg.
Allegheny	Sam'l Hamilton	Braddock.
Armstrong	Martin Bowser	Kittanning.
Beaver	J. M. Reed	Beaver.
Bedford	John H. Cessna.	Bedford.
Berks	David S. Keck	Reading.
Blair	John H. Likens.	Newry.
Bradford	Geo. W. Ryan	Towanda.
Bucks	W. H. Slotter	Yardley.
Butler	J. L. Snyder	Butler.
Cambria	W. J. Cramer	Loretto.
Cameron	H. L. Pearsall	Sterling Run.
Carbon	T. A. Snyder	Lehighton.
Centre	D. M. Wolf	Spring Mills.
Chester	Joseph S. Walton	Ercildoun.
Clarion	C. F. McNutt	Clarion.
Clearfield	Matthew Savage.	Clearfield.
Clinton	D. M. Brumgard.	Lock Haven.
Columbia	J. S. Grimes	Light Street.
Crawford	J. W. Sturdevant	Meadville.
Cumberland	A. J. Beitzel	Boiling Spring.
Dauphin	R. M. McNeal	Millersburg.
Delaware	A. G. C. Smith	Media.
Elk	C. J. Swift	Ridgway.
Erie	Jas. M. Morrison	Miles Grove.
Fayette	L. H. Herrington	Connellsville.
Forest	Geo. W. Kerr	Tionesta.
Franklin	T. H. Slyder	Orrstown.
Fulton	B. W. Peck	McConnellsburg.
Greene	A. J. Waychoff	Waynesburg.
Huntingdon	M. G. Brumbaugh	Huntingdon.
Indiana	W. A. Cochran.	Indiana.
Jefferson	J. H. Hughes	Brookville.
Juniata	Wilson E. Auman	Mifflintown.
Lackawanna	N. S. Davis	Scranton.
Lancaster	M. J. Brecht	Lancaster.
Lawrence	J. R. Sherrard	New Castle.
Lebanon	W. B. Bodenhorn	Annville.
Lehigh	J. O. Knauss	Allentown.
Luzerne	Jas. M. Coughlin.	Kingston.
Lycoming	Charles Lose	Muncy.
McKean	W. P. Eckels	Kane.
Mercer	S. H. McCleery	Mercer.
Mifflin	J. A. Myers	McVeytown.
Monroe	J. W. Paul	East Stroudsburg.
Montgomery	R. F. Hoffecker	Norristown.
Montour	W. D. Steinbach.	Limestoneville.
Northampton	J. H. Werner	Pen Argyl.
Northumberl'd	W. E. Bloom	Sunbury.
Perry	E. W. Aumillier.	New Bloomfield.
Pike	John A. Kipp	Milford.
Potter	Henry H. Kies.	Andrews' Settlem't.
Schuylkill	G. W. Weiss	Schuylkill Haven.
Snyder	Chas. W. Herman	Kratzerville.
Somerset	J. M. Berkey	Berlin.
Sullivan	Moses R. Black.	Forkville.
Susquehanna	W. B. Gillett	New Milford.
Tioga	M. F. Cass	Nelson.
Union	B. R. Johnson	Lewisburg.
Venango	Geo. B. Lord	Franklin.
Warren	Thos. W. Arird.	Warren.
Washington	Geo. A. Spindler	Washington.
Wayne	Jas. H. Kennedy	Pleasant Mount.
Westmoreland	Geo. H. Hugus.	Greensburg.
Wyoming	Asa S. Keeler	Tunkhannock.
York	H. C. Brenneman	York. 66

CITY AND BOROUGH SUPERINTENDENTS.

Allegheny	John Morrow	Allegheny.
Allentown	L. B. Landis	Allentown.
Altoona	D. S. Keith	Altoona.
Ashland	J. H. Michener	Ashland.
Beaver Falls.	Martin L. Knight	Beaver Falls.
Bethlehem	George W. Desh	Bethlehem.
Bradford	Ella M. Boyce	Bradford.
Bristol	Tille S. Booz	Bristol.
Butler	Ebenezer Mackey	Butler.
Carbondale	John J. Forbes	Carbondale.
Chambersb'g.	W. H. Hockenberry	Chambersb'g.
Chester	Charles F. Foster	Chester.
Columbia	S. H. Hoffman	Columbia.
Corry	A. D. Colegrove	Corry.
Dunmore	L. R. Fowler	Dunmore.
Easton	Wm. W. Cottingham	Easton.

Erie . . .	H. S. Jones	Erie.
Franklin . .	N. P. Kinsley	Franklin.
Harrisburg .	Lemuel O. Foose . .	Harrisburg.
Hazleton .	David A. Harman . .	Hazleton.
Hazle Twp .	P. F. Fallon	Hazleton.
Johnstown .	J. B. Johnston	Johnstown.
Lancaster . .	R. K. Buehrle . . .	Lancaster.
Lebanon . .	J. T. Nitrauer	Lebanon.
Lock Haven.	John A. Robb	Lock Haven.
Mahanoy City	William L. Ballentine.	MahanoyCity.
McKeesport.	Charles M. Deane .	McKeesport.
Meadville .	Henry R. Roth . . .	Meadville.
Nanticoke .	W. S. Monroe	Nanticoke.
New Castle*	. . . . .	New Castle.
Norristown .	Joseph K. Gotwals . .	Norristown.
Oil City . .	C. A. Babcock . . .	Oil City.
Philadelphia .	James MacAlister . .	Philadelphia.
Phœnixville	Harry F. Leister . .	Phœnixville.
Pittsburgh .	George J. Luckey . .	Pittsburgh.
Pottsville . .	B. F. Patterson . . .	Pottsville.
Reading . .	Thomas M. Balliet . .	Reading.
Scranton . .	Geo. W. Phillips . .	Scranton.
Shamokin .	William F. Harpel . .	Shamokin.
Sharon . . .	J. W. Canon	Sharon.
Shenandoah .	L. A. Freeman . . .	Shenandoah.
South Easton	Samuel E. Shull.	South Easton.
Tamaqua . .	R. T. Ditchburn . . .	Tamaqua.
Titusville . .	R. M. Streeter . . .	Titusville.
West Chester	Sarah W. Starkweather	West Chester.
Williamsport	Samuel Transeau . .	Williamsport.
York . . .	W. H. Shelly	York.

ITEMS FROM REPORTS.

CHESTER—Supt. Harvey: Schuylkill district has built an excellent one-roomed school-house at Oak Grove. It is supplied with all the modern improvements, such as ventilating flues, heater in cellar, slate blackboards, patent furniture, etc.

DAUPHIN.—Mr. Sweeny, principal of schools of Lykens, has latterly added an interesting and profitable feature to the work of the High School. A course of lectures or talks on subjects of general interest is being given on Friday afternoons by members of the School Board and others of the town. Talks have already been given by Dr. H. K. Myers and B. F. Eby, Esq., the latter discussing "Our Postal System." The "Steelton Literary Institute" has provided for an excellent course of lectures. George E. Little and Charles Emory Smith have lectured in the course, and Rev. Russell H. Conwell will next appear. Epidemics of measles, scarlet fever, and diphtheria have interfered very much with the attendance in many districts; otherwise the schools are getting along quite successfully. The people seem to have a warm sympathy for the teachers, and give them a more hearty support; and there are fewer complaints about the schools than before, all of which are encouraging signs of progress.

ERIE—Supt. Morrison: The schools of this county are in fine order—good reports coming in from all quarters. Our local institutes are doing much good, and we feel that the educational spirit is gaining strength.

INDIANA—Supt. Cochran: Arbor day was observed by the students of the Normal School and the West Indiana Schools. The pupils in the graduating class of the latter schools named their tree in honor of their Principal, Prof. Hammers.

LEHIGH—Supt. Knauss: The schools in the rural districts have closed. Examinations were held in a large number of them. An unusually large number of private schools will be opened this spring, with fair prospects of liberal patronage. Ten of them will form Normal classes for teachers and such as have teaching in view. A number of new school-houses will be built during the summer.

LUZERNE—Supt. Coughlin: February and March were spent in visiting the schools in the rural districts and holding local institutes. I find the work in these schools of a very satisfactory character. The educational sentiment is greatly improved. Many improvements in furniture, in decoration of school-rooms, and in the line of tasteful repairs, are noted.

MIFFLIN—Supt. Owens: Our schools are all closed excepting those at Lewistown. These latter have held a series of entertainments for the purpose of raising money for a school library. With the funds thus obtained and donations from individuals, they will soon have a valuable collection. The principal of these schools is ably sustained by the teachers, directors, and friends of education. Yeagertown has also laid the foundation for a library, beginning with Webster's Unabridged Dictionary, Chambers' Encyclopedia, and Bancroft's History of the United States.

SNYDER—Supt. Boyer: The high school at Selinsgrove closed a seven months term, April 11th. Examinations were held during the day. A public entertainment was given in the evening, in the Town Hall, before a large and attentive audience. The principal of the school has become very popular with his pupils, patrons and directors. He is one of the most successful teachers in the county, and deserves this recognition from me.

VANANGO—Supt. Lord: The series of examinations for 1887 has closed. I held thirteen altogether; out of 262 applicants, 84 were rejected. The standard for certificates has been gradually raised in this county under my administration, and with the hearty approval of the directors it will be still further advanced. The young people of the county are paying far more attention to fitting themselves for the work of teaching; and we have now the largest attendance from this County at the different Normal Schools and Colleges near us that we have had for years. I am glad also to report progress in other lines of educational work. The new houses at Silverly and Utica, now under way, will both be commodious four-room buildings, well furnished, well lighted, and well ventilated—models in every way. President and Cranberry will both build new houses this summer. the latter has furnished her primary schools with Appleton's Reading Charts, one building with first-class patent desks, and a number of the schools with good patent recitation seats. Other districts, too, are wide-awake and pushing in the same line of progress.

CORRY—Supt. Colegrove: Arbor Day was

* No election—tie vote.

fitly observed. A large number of deciduous trees, embracing maples, poplars, basswood, elms, tulips, and locust, were planted. We are experimenting with the "No recess" plan, the result of which I will give in a future report.

SHARON—Supt. Canon: A series of six very successful Friday afternoon receptions, for parents especially, has been given by our schools. From two to four schools in the same building were grouped for receptions on the same afternoons. Part of the time was given to exercises by the pupils in the various branches of study, interspersed with music. Specimens of drawing, penmanship, and written work in the different branches, were exhibited. Part of the time was given to rhetorical exercises by the pupils, each one of whom had some part to perform. Visitors came in large numbers. Great enthusiasm prevailed. Scores of parents came who had never in their lives visited the schools attended by their children. The schools will be greatly benefited by these meetings.

LITERARY DEPARTMENT.

THERE are a few works in our literature which no one, who can afford the expense ought to be content to have in any but the best edition possible. Such, before all others, in our American literature, are Hawthorne's works in prose and Longfellow's in poetry. Every cultured American wants, or ought to want, nothing short of the Riverside Edition of the former, which we described about a year ago, and the new Riverside Edition of the "Complete Works" of the latter, which has recently been issued by Houghton, Mifflin & Co., of Boston. These two leading classics of our literature we want not only to read once, but to study, to read and enjoy often, over and over again; and therefore, if for no other reason, one wants this most worthy and standard edition of them.

The new *Riverside Longfellow* consists of eleven crown 8vo. volumes, printed on the best grade of book paper, made specially for this edition; from beautiful new type, large, clear and open; contains five excellent portraits of the poet at different periods of his life; and is bound uniformly in dark green cloth, with chaste simplicity, free from all gilding or gaudy ornamentation; the whole relying on beauty of proportion, size and shape, and excellence of quality of workmanship, in its appeal to the finest taste of the book loving public. It is one of the most artistically perfect sets of books ever made in this country.

And the editing of the contents is just as excellent. Indeed, in this respect, it is a model of what such a work should be, and unsurpassed by any similar work in our language. In the first place, closest attention has been paid to the text, and nothing left undone to secure absolute accuracy and give us the exact words and punctuation of Mr. Longfellow himself. Next, in the arrangement and order of the various sections and pieces, that finally decided upon by the poet himself has been conscientiously adopted, with one exception, that his translations have all been put together into a volume by itself. And finally, what will be most welcomed and enjoyed by the general reader, the full history of every piece and poem is given, generally in Mr. Longfellow's own words, as gathered from his personal memoranda, diaries, and letters. So that, besides the general history of each section, given in the poet's original prefaces to the same, there are head-notes to nearly every poem, giving the place, date and occasion of its composition. This gives a fresh interest to the reading of even his most familiar pieces, and in many cases throws quite a new light upon their meaning and significance. The foot-notes and the fuller notes in the appendices of the various volumes give the history of the text, the corrections, variations and emendations made by the poet before he settled upon their final form. These show us how careful and conscientious a worker he was, weighing every word, often rewriting whole poems, striking out, adding, changing, polishing, until the perfect form was produced. In an appendix are also given his youthful poems, and others which he himself had rejected and never printed in any of the published collections Finally, there is a full and accurate index of first lines of all his poems.

The "Complete Works" are subdivided into his *Prose Works*, consisting of Vols. I. II. in which are given "Outre-Mer," and his valuable literary sketches, reviews and criticisms under the title of "Drift Wood," besides "Hyperion," "Kavanagh," and several minor sketches and fragments; his *Poetical Works* comprise Vols. III. to VIII., and contain all the poetry he ever wrote, with his minor translations; Vols. IX. to XI. contain his peerless translation of Dante's *Divina Comedia*, with its wealth of scholarly and interesting notes. The *Prose Works*, *Poetical Works*, and *Divina Comedia*, can be had separately if desired, all at the price of $1.50 per volume, in cloth, or $2.75 per volume in half-leather binding.

Of so familiar and popular a poet as Longfellow it would be superfluous for us to say anything here. He is so well known and so well loved by all Americans that to recommend him would be like recommending to one's favor a near and dear personal friend or relative. *Of course*, every school library, and wherever possible, every teacher and every boy and girl old enough to recognize the true, the good and the beautiful in literature, wants to have the works of this dearest poet of our language. The *Riverside Edition* is alone truly worthy of Longfellow: it will never be improved on, but must remain incomparably the *best*, and therefore in the end will be found also to be the cheapest.

We can imagine no more thoroughly appropriate and enduring memento for a graduation or commencement gift than this set of beautiful books. It is not so expensive as the majority of less useful and more perishable presents that are usually bestowed; and it cannot be less welcome

nor a less perennial source of profit and pleasure, to the college student or high school graduate in whom has been implanted the love of books and a refined taste for the best in literature.

This, indeed, is true to an equal degree of several other works which we would here recommend specially for this purpose, confident that no one following our suggestion will regret it. The most expensive is the beautiful standard edition of *Hawthorne's* complete works, the Riverside, in 12 crown octavo volumes, with copious notes, and specially fine illustrations. Its price is $24 for the set. Not quite as expensive, though equally excellent in all its features, is the *Riverside Emerson*, being the complete works, including one volume of poetry, of this most original and influential figure in American literature. It is edited as carefully as all the other Riverside editions, and contains two entire volumes of matter not before printed in any collection of Emerson's writings. The typography, paper, and binding are worthy of the author, and exemplify the severe simplicity and honest excellence of quality and workmanship, which ever characterized the author's own life and work, and which he was wont to hold up as the very essence of the right and good and true in whatever sphere of labor they might be displayed. Two excellent portraits of Emerson are valuable features of this edition, whose eleven volumes cost $1.75 each, or $19.25 for the set, in cloth. It is a set of books that should be specially prized by College students and Normal graduates. Next lower in price is the complete Longfellow already described. Still cheaper will be the new *Riverside Browning*, when completed, in six crown octavo volumes. It is made in a style very much like the Longfellow, with a steel portrait of the great English poet, and in arrangement and text following the author's own latest revision. The first four volumes are already out, and the set of six will be complete by June. They will contain all the verse Mr. Browning has published, up to 1887, the first piece being *Pauline*, published in 1833, and the last, *Parleyings with Some People of Note in Their Day*, first published some few months ago. The large type, careful printing, fine paper, and tasteful binding, leave nothing to be desired for the beauty and durability of the work. The rapidly-growing enthusiasm for Browning, the ever increasing Browning Clubs and Browning Societies, in so many cities and towns, will make this best edition of his works peculiarly acceptable to our young graduates. The volumes cost $1.75 each, or $10.50 for the set. The lowest in price of all, and the last we mention, is the *Riverside Tennyson*, the laureate's complete poetical works, in six handsome 12mo. volumes, costing only $6. We described them at length last month.

Any one of these standard sets of the favorite classics of our literature will make a royal present for teacher or scholar.

IMPORTANT PHILOSOPHICAL WORKS.

It is only a few years ago since Dr. George T. Ladd, of Yale, by his two ponderous volumes on "The Doctrine of Sacred Scripture," proved himself to be one of the broadest scholars and strongest thinkers America has produced. That work was probably as important a contribution to theology as had appeared in this country for many years. Now he has just given us, through Messrs. Charles Scribner's Sons, New York, a treatise equally learned and profound, and as important in the sphere of philosophy, in his work on the *Elements of Physiological Psychology*, being "a treatise of the activities and nature of the mind from the physical and spiritual point of view," in an 8 vo. volume of nearly 700 pages. (Price $4.50.) It is a work such as has for a long time been needed, as nothing like it had as yet been published in the English language, though in German there are several on the same very important and timely subject, and satisfactorily covering the ground. These, of course, Dr. Ladd has freely made use of. His treatise is a full and fairly impartial inquiry on the one hand into the ground of the materialists' claim, put forth in various forms, that mind, soul, spirit, is nothing but a mode of physical manifestation; and on the other hand, into the grounds of the "pure psychologist's" assertion that the mind or soul is in so far absolutely separate, distinct from, and independent of, the physical organism, as to have a nature and laws of its own which can be investigated and understood without any knowledge of or reference to the latter. Each party has scorned and abused, but not tried to understand the other, nor to find out how much of truth might be in its opponents' position. Dr. Ladd tries to do the latter, by considering at length, first, "The Nervous Mechanism," then "The Correlations of the Nervous Mechanism and the Mind," and from these considerations finally drawing his conclusions as to "The Nature of the Mind." To outline here even in the most general terms our author's investigations and final position, would of course be impossible. We must refer our readers to the work itself, and do so the more unhesitatingly, as we know the subject to be one, the too prevalent ignorance on which has served to make so large a part of the ordinary teaching of psychology both burdensome and false. The book is one, not only of such excellence in its method and spirit, but of such prime importance, that we are constrained to say no teacher or student of psychology can intelligently carry on his study without the aid of this able work of Dr. Ladd.

Prof. Borden P. Bowne, in his new work entitled *Introduction to Psychological Theory*, which is before us, in a handsome 8vo. volume of 329 pages, from the press of Messrs. Harper & Brothers, New York (price $2.50), represents the "pure psychologists." He is one of the clearest metaphysical writers in the country, and not more one-sided than many others equally eminent, who ignore all data but those of self-consciousness, and every method but that of introspection. He expressly says, "The study of the physical conditions of our mental life has a pathological and practical importance, but it does not promise any valuable psychological results." If we grant this

assumption, we shall find Prof. Bowne's volume characteristically clear, logical, and thorough, aiming not so much at a knowledge of psychological facts as at the full and thorough comprehension of the principles on which psychology is to be based and to proceed. This aim naturally removes the necessity of much attention to physiological facts and laws, and it was scarcely called for on the part of the author to avow his scorn of the latter in the way he did. Then his work would most likely have escaped criticism on this score. The helpfulness of the work to all students of mental science is unquestionable. It is, in its frank spirit and eminently clear and logical method and style, a book that refreshes and stimulates even while it informs and trains the mind.

The man who is second only to Dr. Ladd in the value and importance of his contributions to recent American thought, is Dr. Samuel Harris, also of Yale. He wrote, two or three years ago, his grand work on "The Philosophical Basis of Theism," which called forth almost universal admiration. In the same line of thought, with the same "sweet reasonableness" of spirit and method, and in the same graceful literary style, lucid, sparkling, and altogether charming, he has just published through Messrs. Scribner's Sons, a volume of nearly 600 8vo. pages, on *The Self-Revelation of God* (price $3.50). Though, of course, this book is primarily of interest to theologians and philosophers, its subject is one that appeals to all thinking men and women, its spirit, manner, and style make it easily comprehensible and interesting to every intelligent person, while the Christian will find in it a genuine aid to faith, and strong meat for the inner man. It is a work to read with delight and ponder with profit and satisfaction.

Dr. A. P. Peabody's series of twelve lectures on *Moral Philosophy* has recently been published in a neat and convenient 12mo. volume of 337 pages, by Messrs. Lee & Shepard (Boston (price $1.25). Despite Dr. Peabody's difference from the leading avowedly Christian writers on moral science, such as Porter in our country, Janet in France, and Sidgwick in England, in that he makes fitness the sole and ultimate ground and criterion of right, his book is more openly, confessedly, and fervently Christian in every respect than is commonly found in similar works. He does not for a moment allow religion and morality to be divorced. Of this we are particularly glad, not only because we believe morality and religion to be one at heart, fundamentally and inseparably united, but also because it furnishes a weighty disproof of the groundless assumption that the prevalent intuitional school of ethics, if we may so call it, has a sort of monopoly of all religion and piety. At the same time, however, on a number of important points, not it is true essential to his system, nor even as important as he himself imagines, we must radically differ with Dr. Peabody. His lecture on Human Freedom, for example, is very unsatisfactory, we had almost said superficial. His views on Hedonism and the ethics of Evolution are erroneous and misleading. In spite of this, however, we can cordially commend the work as a whole, as suggestive and helpful to teachers and students.

THE WILLIAM HENRY LETTERS. *By Abby Morton Diaz. Chicago: Interstate Pub. Co. 12mo., illustrated. Pp. 257. Price, 80 cents.*

THE FEUD OF OAKFIELD CREEK: *A Novel of California Life. By Josiah Royce. Boston: Houghton, Mifflin & Co. 12mo., pp. 483. Price, $1.25.*

THEOPHILUS TRENT: *Old Times in the Oak Openings. By Benj. F. Taylor. Chicago: S. C. Griggs & Co. 12mo., pp. 250. Price, $1.*

From the purely literary point of view none of these three books is worth very much. All of them, however, have a certain interest and value as graphically depicting some phases of American life which are novel to the general public. Mrs. Diaz's book is the story of an average boy's life and doings at school, quite skilfully told in the form of letters written home and to friends by him. Dr. Royce's novel is said to be a truthful picture of California society and characters, politics, journalism, etc., as they are now, or at least as they were only a few years ago. As such it may be regarded as a kind of illustrative supplement to the same author's highly interesting volume on "California" in the *American Commonwealths* series, before referred to in these columns. Similarly the late Dr. Taylor's story may be considered as illustrative of another volume in the same excellent series, that on "Michigan" by Judge Cooley. Its hero is a young eastern man seeking fame and fortune as a school teacher in the new Northwest. His experience of life in the early settlements, from being chased by wolves to serving as Fourth of July orator, is described in detail, and in a racy style that has even more of the flavor of the soil than Dr. Royce affects in his story. It was the last work Dr. Taylor completed before his death.

THE FRENCH IN THE ALLEGHENY VALLEY. *By T. J. Chapman. Pittsburgh: T. J. Chapman, 20 Crawford street. Pp. 200. Price, $1.25.*

This valuable work, the only monograph on the subject that has ever been published, is the result of a careful and thorough study of the interesting portion of our local history indicated by the title. It embraces the period beginning with the voyage of Celoron down the Allegheny in 1749, and ending with the siege of Fort Pitt and the fall of the northern military posts in 1763. The facts embodied in the book have been gathered from varied sources, many of which are rare and not readily accessible to the general reader. Every important statement has been verified by the references given at the foot of the pages. But a limited edition has been published. Those interested in our early history would do well to secure the book, which contains 200 pages, is printed in good type on excellent paper, and is neatly bound in cloth. It will be sent anywhere on receipt of the price, as above. Address the author and publisher.

PEOPLE'S COMMENTARY ON THE GOSPEL ACCORDING TO MATTHEW. *By Edwin W. Rice, D. D. Philadelphia: American Sunday-school Union. 12mo, map and illustrations, pp. 316. Price, $1.25.*

If this were an ordinary commentary for theologians, we would not notice it here. But it is not. It is specially designed and adapted for use in the home and Sunday-school by the intelligent and devout student of God's Word. As such, it has a number of features not usually found in commentaries, but which Dr. Rice, in his long experience as editor of the

many excellent helps to Bible study published by the American Sunday-school Union, has had better opportunity than most to find out, are the features most needed and appreciated by the general Christian public. Chief among them are the maps and numerous illustrations and notes illustrative of life, manners and customs in the time of Jesus; the division of the chapters into topics, with practical applications as well as exegetical notes under each; the printing of the old and new versions in parallel columns on the same page, and the very full, comprehensive chronological table of leading events, the history of the title, canon, text, author, and a multitude of other facts conveniently and clearly summarized in the introductory portion of the volume. It is needless to say that Dr. Rice's work is as thorough as it is practical, and as reverently Christian as it is learned and scholarly. As it covers all the International S. S. Lessons from July 1st of this year to July 1st of 1888, we doubt not this *People's Commentary* will attain to a deservedly wide popularity.

ALDEN'S HOME ATLAS OF THE WORLD. *New York: John B. Alden. Size, 11x14 inches, pp. 96. Price, $2.00. By mail, $2.26.*

This is the cheapest *good* atlas we know. The engraving and coloring of the more than 150 maps are excellent, and the maps themselves are as accurate, clear, and full, as can be desired. Very convenient too is the Index giving the location, in latitude and longitude, of over 5000 of the chief cities, rivers, mountains, etc., on the globe. The volume is printed on a fine grade of paper, and very substantially and handsomely bound in cloth. It is difficult to understand how such a work can be made at a price so unprecedentedly low. Teachers and schools would do well to consider it.

FRANKLIN SQUARE SONG COLLECTION, NO. FOUR. *Two Hundred Favorite Songs and Hymns, Music Arranged in Four Parts. Appropriate Reading Matter. No Page Turned to Complete Any Song or Hymn. 184 Royal Octavo pages. Elements of Music, 8pp. in One Hundred Points. New York: Harper & Brothers. Paper, 50 cts.; Boards, 60 cts.; Cloth, $1.00.*

We welcome every true effort to introduce into our families and schools the ministry of song. In the hurry of business life, in the eager conflict for wealth and fame, in the overthrow of heart work for hand and head-work characterizing the age, we need something to awaken that imagination, which touches and makes the heart beat, which lifts the soul up from the fixedness of space and things into the infinitude of its own emotions and sentiments, and awakens yearnings for a higher home. Such is clearly the purpose of this popular collection of songs. No didactic order is pursued. No attempt at systemizing is indulged in. Everything is as free as the winds among the summer leaves. On one page is Bonnie Doon, and facing it a Christmas Carol—on another page is Robin Adair, and then Hail Columbia. This seeming defect makes the work more attractive. Indeed, taking any number in the order of its pages, is very much like taking a spring walk. Now a dandelion smiles from the grass, anon an anemone nods in the wind—here a liverwort looks up with timid sweetness, and there a blood-root more boldly catches the eye, while sunlight and shadow sweep over the meadows and frolic through the forest. To every household it may reach, the Franklin Square Song Collection will prove a blessing; and to many of us will it often recall the sweet ballads which a mother sang before her lips were hushed in death, the sounds coming back to us from another world with an infinite tenderness, as though angels were striving to enrich and prolong the strain.

These are school books that will not be thrown aside when school days are ended. Number Four, which has just been issued, is uniform in size and price, and in the variety and character of its contents, with the three former numbers. It contains two hundred carefully-selected songs and hymns, among which are very many favorites that the world "would not willingly let die," which will cause the work to be highly prized by those who shall have the good fortune to possess it, and the musical taste and culture to enjoy it. Among the choicest things we find here are the "Exile of Erin," "Rock Me to Sleep, Mother," "Heavily Wears the Day," "Sweeter than the Breath of Morning," "When All the World is Young," etc. In a word, it is a delightful book, and we congratulate every lover of song, into whose hands it may come, upon its publication. E. E. H.

TEXT-BOOK OF ZOOLOGY. *For Junior Students. By Henry Alleyne Nicholson. Fourth Revised and Enlarged Edition. New York: D. Appleton & Co. 12mo, illustrated, pp. 388. Price $1.60.*

Prof. Nicholson stands in the very front rank of scientists. Few men in Europe or America can write or speak more authoritatively on zoology than he; hence his name on the title page of a book like this is sufficient guarantee of its excellence. And indeed the experience of teachers of zoology, here and abroad, with former editions of this text-book, has abundantly verified this presumption. It is acknowledged one of the very best in existence, for thoroughness of method, clearness of arrangement, and general excellence in every respect. Its sixteen pages of glossary, defining the technical terms used, and the ten pages of full index, add materially to the usefulness and value of the book, which otherwise also, in typography, paper, printing, especially of the illustrations, and substantial and handsome binding, is characteristic of the Appletons' work.

FIRST BOOK OF CHEMISTRY: *A Course of Simple Experiments for Beginners, at Home and in Primary Schools. By Mary Shaw-Brewster. New York: D. Appleton & Co. 12mo, pp. 144.*

The exceptional merit of this little book lies in its genuine practicalness. The instruction given is really fundamental, and so clear and thorough that any bright child can grasp it all without further explanation; and the same is true of the numerous simple, yet generic, experiments, which are all accompanied by plain directions how to proceed, and are of a character to admit of their being made by almost any one without danger and with scarcely any expense. It is one of the best little guides to preliminary chemical study, and to interest children in the further pursuit of the science, with which we are acquainted. We heartily commend it to the attention of teachers.

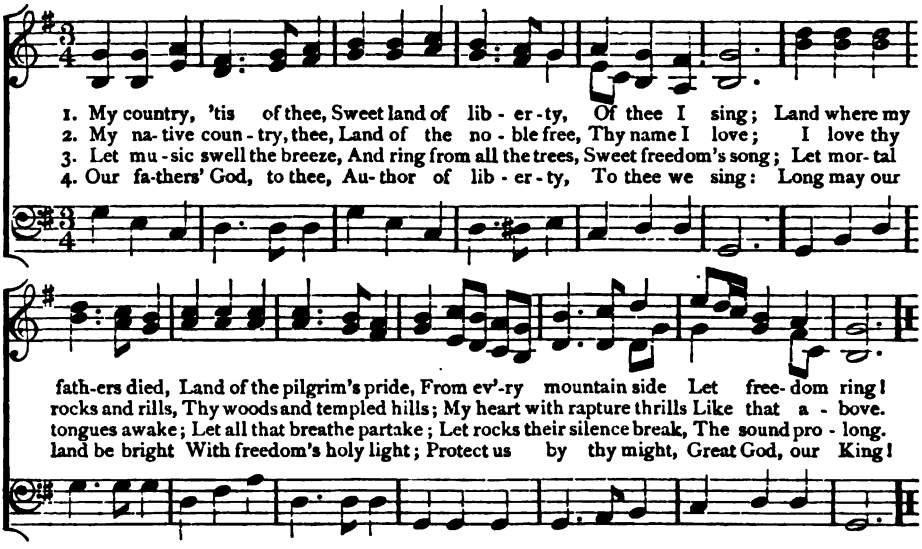
ON THE STUDY OF LITERATURE. *By John Morley. London and New York: Macmillan & Co. 16mo., flexible cloth, pp. 53. Price, 50 cents. Paper, 15 cents.*

Originally delivered as the Annual Address to the Students of the London Society for the Extension of University Teaching, this little treatise is well worthy of publication in the neat form of the volume before us. It is full of interesting facts and figures, striking, suggestive thoughts, and written in Mr. Morley's characteristically incisive and forcible style. Reading circles, literary societies, and literature classes, would do well to stimulate and encourage their membership by circulating the volume freely among them.

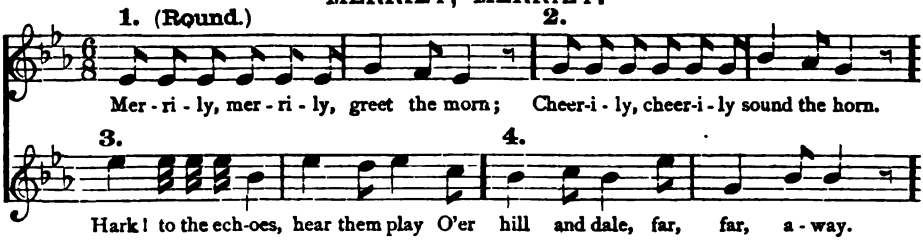
EVERYWHERE.—As the guardian angel is supposed to be constantly near us, leading and shielding us, so music follows man through all the various changes of life from the cradle, when the sweet "Lullaby" greets us, to the grave, when friends sing the last sad farewell. As children, our voices are ever ready to pour forth songs of happiness. A passing band of musicians, a street organ, will cause us to forget ourselves; we follow it where we otherwise could not be persuaded to go. The songs which we sang in our childhood, in the school-room, the songs which our mothers sang to us, who can wholly forget them? The gentle maiden, when for the first time she feels love's tender emotions, will give expression to them in sweet song, while the youth sits spell-bound, listening, not knowing which is the mightier, love or music. Entering the sanctuary, we hear the deep tones of the organ, or the pious song of the choir or congregation, and on the tide of sacred song our souls are borne upward, until we almost catch the strains of distant music from the heavenly city. Let the soldier hear the stirring and yet sweet sounds of the bugle, and his heart beats quicker. Ask him, and he will tell you how that the bugle sounds security and terror alternately! Many a contest has been won by the power of music over the troops. How refreshing are the stirring sounds of a band on a march, when reaching the weary ear. How much elasticity do they impart to the soldier! But oh, how sad the sound of the same instruments, when we commit the body of a brave companion to the grave!

NATIONAL HYMN.

Rev. S. F. SMITH.
"America."—"God Save the Queen."



MERRILY, MERRILY.



We have lived through revolutions, and we have witnessed the mighty influence of music over an excited populace. Like a wave did the revolutionary hymn sweep over the hearts of the people. Even after the light of reason has gone out of the mind, music follows into this darkness, and many an intellect has been restored by the judicious use of this art. Who has not yielded to music, the queen of the arts? The stoutest heart, which has learned to command every emotion, will sometimes be overcome by a "Home, sweet home," or will be led by a tender strain of music back to the parental home, to the days "gone by." When gray hairs cover our temples, and when we are feeble from age, let one of our childhood's songs reach our ear! Who can express our emotions, when music takes us from the brink of the grave and leads us back again, over the path we wandered, and shows us the places where we plucked the flowers of happiness, and enjoyed the sweets of life. The eye may refuse to shed tears, but the heart will thrill with deep feeling. Even in the hour of death will the Christian sing a song of faith, of thanksgiving, yea, even of triumph. May you and we, dear reader, be permitted at the hour of death, to raise our voices in praise of Him who alone can save us; may we die with a sweet song on our lips, and continue it when permitted to behold Him face to face who hath given us all good gifts, His precious love first, and sweet music next.—*Musical Hints.*

LOOK + THROUGH + THE + INDEX.

End of Thirty-fourth Volume.—The present issue ends our Thirty-fourth Volume. May *The Journal* not hope for an increased Subscription list upon the volume which opens next month with the July No.? We shall try to give both Teacher and Director full value on investment. If the School Director does not wish to keep his copy of *The Journal*, he can benefit the nearest school by sending it to the teacher.

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Important Notice.

To Secretaries.—The Secretaries of the New Boards should report AT ONCE to their respective County Superintendents the organization of their Boards; that is, who has been elected President, who is Treasurer, and who is Secretary, with the *post-office address* of each of these officers. The County Superintendent will report these items to the Department of Public Instruction, and the name of the Secretary will be entered upon the subscription list of *The Journal*, which will be mailed to his address during the ensuing year, free of cost to the Board.

Renew Subscription,—We shall regard it a favor if those of our subscribers who wish *The Journal* continued to their address for the new volume, will order subscription as early as convenient, that their names may not be removed from the printed mailing list.

Last No. of School Year.—The present (June) issue completes the current volume. The 36th volume will begin with the July No. Each subscriber whose copy is dated "June 87" will please renew subscription if it is desired that *The Journal* shall be continued. When renewals are made thus promptly, the name of the subscriber is not taken from our printed mailing list. There is less risk of error, and *The Journal* is continued from month to month without any break in the subscription.

July Number.—Our issue for July, the first number of the new volume, may not be mailed before the 7th or 8th of that month, in order that our mailing lists, with the names of the newly-elected Secretaries of School Boards, may be as full and complete as possible. The Secretaries will please report the new organizations of their Boards *at once* to the Department of Common Schools, through their respective County Superintendents, in order that there may be no delay in mailing *The Journal* to each officer entitled to receive it.

See the Index.—The attention of the reader is called to the Index found at the beginning of this issue. It gives the variety and scope of educational and other topics treated. *The Journal* aims to be a reflex of the most progressive educational sentiment of the time; it presents the live educational questions of the day; and so far as may be, will aid whatever measures promise to advance the interests of the great work which has been so largely confided to the Teachers and Directors of the State.

Report to the Department.—Will the Secretary of each School Board, who is continued in office for the new school year, please report at once the *new organization of the Board* to the County Superintendent, that it may be known at once to the Department of Public Instruction at Harrisburg? *The School Journal* can then be continued promptly to the Secretary; or, in case of a change in this office, will the old Secretary please suggest this action to his successor?

Expirations.—Look at the printed label on your *Journal*: the date thereon shows when the subscription expires. All subscriptions marked "Jun 87" expire with this No. Forward the money for renewal as soon as convenient, in advance.

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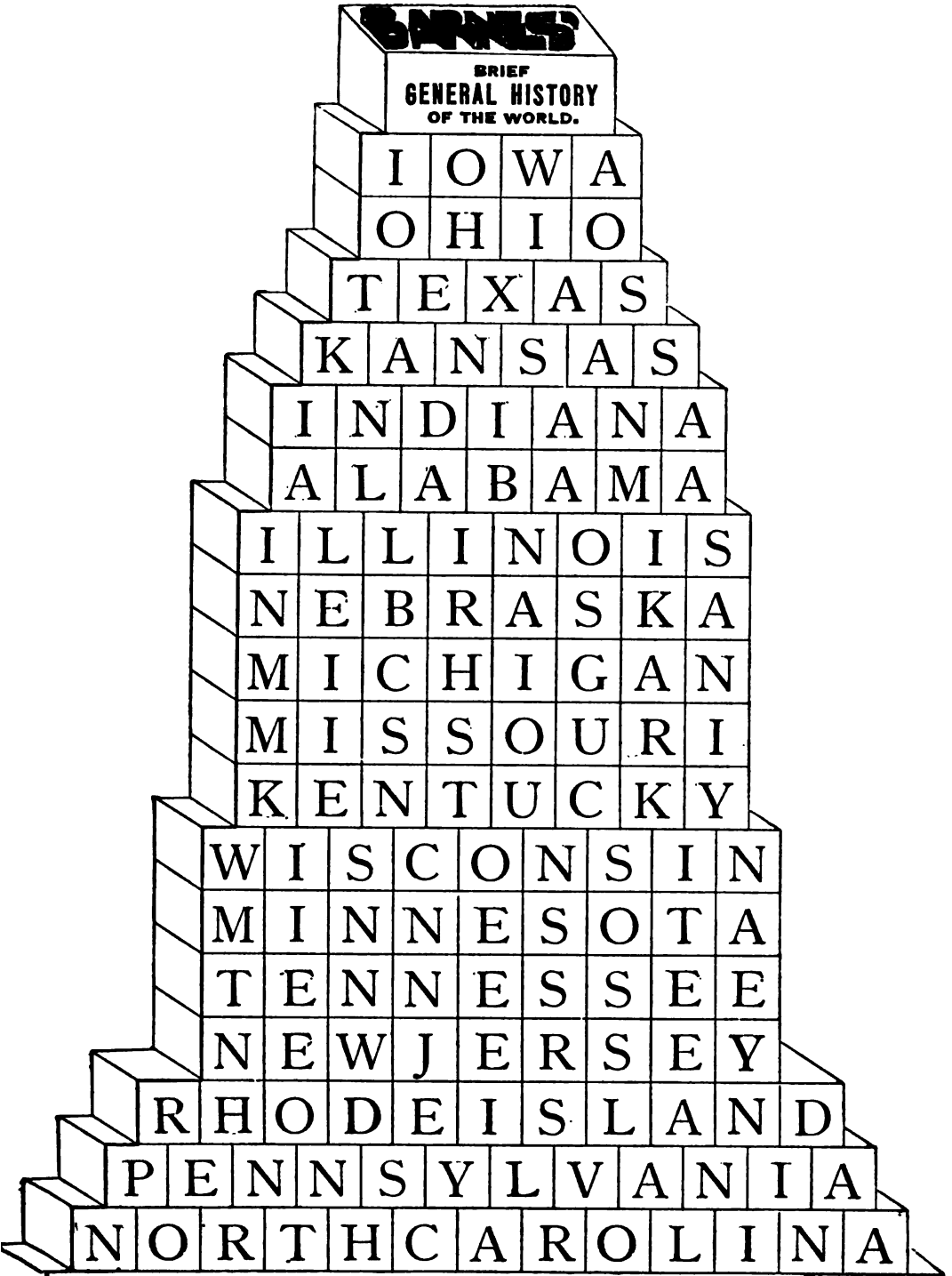

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E. E. HIGBEE, EDITOR.

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Female voice are an octave higher than those of the Male, hence a Soprano solo sung by a Tenor sounds an octave lower than the notes in which it is written.

32. The different parts are commonly represented in music by two or more staves, united by a **Brace,** and called a **Score.**

33. The **Absolute Pitch** of Tones (the pitch independent of scale relationship), is designated by the letters naming the degrees of the Staff; as, A, B, C, D, E, F, G. The position of these letters is fixed and unchangeable while the clef remains unchanged.

34. The difference of pitch between any two tones, as from A to B, from A to E, from C to G, etc., is called an **Interval.** A true knowledge of intervals can only be communicated through the *Ear.* The pupil must listen carefully to tones and compare them constantly. Without this practical acquaintance with the subject, names, definitions and illustrations are of little account.

35. In the *regular succession* of the Natural Tones, there are two kinds of intervals, larger and smaller. The larger intervals are called **Tones** and the smaller **Semi-Tones.** The successive tones of the major scale, in all the keys, occur in the following order: Between one and two, a *tone;* between two and three, a *tone;* between three and four, a *semi-tone;* between four and five, a *tone;* between five and six, a *tone;* between six and seven, a *tone;* and between seven and eight, a *semi-tone.* These two half-tones in the octave afford infinite variety in music. Were the eight natural sounds in the octave *equidistant* one from another, there being no semi-tones, the keys would differ only in acuteness and not *in quality,* as now. Choose melodies from the book in the different keys and give the pupils exercise in reading these intervals of tones and semi-tones.

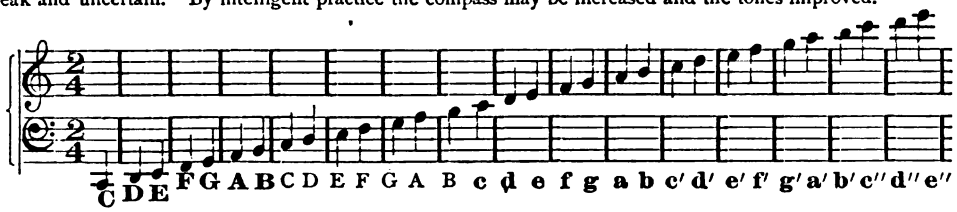
36. Between *any two* tones of the Staff having the interval of a step, another tone may be inserted, dividing the step into two half-steps. Thus, a tone may be inserted between C and D, etc. Some singers of Southern Europe add a certain brilliancy of effect by again dividing the half-step; but ability to do this is not possessed by the people of Central or Northern Europe, or of America.

37. The degrees of the Staff represent these inserted tones by the aid of characters called *Sharps* and *Flats.* Thus, a tone inserted between C and D, is named *C sharp,* or *D flat.*

38. A **Sharp,** ♯, placed on a degree, raises the pitch of a tone a half-step; a **Flat,** ♭, placed on it, lowers the pitch of a tone a half-step below that named by the letter.

39. The power of a sharp or a flat may be cancelled by a character called a **Natural,** ♮.

Range of the Human Voice.—The compass of every human voice for singing must fall somewhere within the wide range of notes given herewith. But, of course, no single voice has ever been equal to these thirty-one notes at any one period in life. The boy who sings a high soprano may take nearly all the upper notes, but when grown to manhood his voice "changes," and he has ability to sing only in the three lower octaves. As to the range of notes here found, it requires a phenomenal Bass to reach the lowest (Great Double **C**), and a Soprano only less remarkable to sing the highest (**e″**) with confidence and musical effect. If the reader has not learned the compass of his own voice, it will be both interesting and satisfactory to test, with piano or organ, for its highest and lowest notes, as well as for those tones in which it is strong and full, or weak and uncertain. By intelligent practice the compass may be increased and the tones improved.



The Staff in the Bass clef extends from **G** to A. Three notes intervene between this and the staff in the Treble, which, as will be seen, may be written in either clef, above the Bass or below the Treble. Of these, the middle note (**c**) is known as "Middle" C—because midway between the two clefs. The treble clef extends from **e** to **f′**. All the letters below **G** in the bass and **e** in the treble, occupy places in successive order downwards on the added lines and spaces below the staff; all above A in the bass and **f′** in the treble on the added lines above the staff. "Middle C" (**c**) corresponds to the fourth note on the G string of the violin at ordinary concert pitch, or to Middle C on piano or organ. Great Double C, or Contra C, as it is called, having about thirty-three vibrations to the second, the next higher C doubles that number; and so on, each octave higher doubling the number of vibrations of the octave next below it.

The entire range of the human voice in music—from lowest Bass to highest Soprano—may be reckoned from E♭ below the staff in the bass clef, four octaves, to E♭ above the staff in the treble clef. Vocal sounds lower or higher than this seem to have little power of expression in any sense. Voices are usually considered under three divisions for the male, and four for the female sex; Bass, Barytone, and Tenor; Contralto, Alto, Mezzo Soprano, and Soprano. The usual range of the Bass is from **F** or **E** below the bass clef, rarely lower, two octaves to **f**; Barytone, from **G**, on first line of bass clef, two octaves, to **g**; Tenor, from C, two octaves, to **c′**; Contralto, the deepest female voice, from F to **c″**, being two and one-half octaves; Alto, two octaves, from F to **f′**; Mezzo Soprano, from A to **a′**; and Soprano from "Middle C" (**c**), two octaves to **c″**, which is also indicated as $\mathbf{c^2}$. Middle C has about 132 vibrations to the second, and is produced by sound waves from eight to nine feet apart. Waves at half that distance apart, produce a tone one octave higher, half that again the next higher octave, and so on. In large organs, C, an octave below Contra C, with 16½ vibrations per second, is reached, but the effect is imperfect. The piano reaches $\mathbf{a^4}$, with 3,520 vibrations per second, and sometimes $\mathbf{c^5}$, with 4,224 vibrations. The highest note taken in the orchestra is probably $\mathbf{d^5}$, on the piccolo flute, with 4,752 vibrations. The practical range in music is from 40 to 4,000 vibrations per second, embracing seven octaves. The human ear is, however, able to compass eleven octaves, that is to say, it notes vibrations ranging from 16½ up to 38,000 in a single second of time.

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E. E. HIGBEE, EDITOR.

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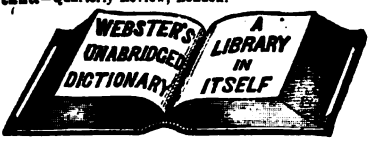

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A FAREWELL—Amid the Greenwood Smiling—Angel of Peace—Are There Tidings?—Arms are Strong and Hearts are True—A Greenness Light and Tender—At Evening Time—Autumn Dreaming—Awake, My Soul—Away Now, Joyful Riding—Backward, Turn Backward—Battle Eve—Beats There a Heart on Earth Sincere?—Bold be Your Stroke—Brahmin Love Song—Bread of the World—Bright Morning, Hail—Bring Flowers, Fresh Flowers—Buy my Strawberries—By the Quiet Water Gleaming—Canadian Boat Song—Cheerily, Cheerily—Children of the Heavenly King—Christ is Born in Bethlehem—Christmas is Coming—Christmas is Here—Clang of the Wooden Shoon—Cold Water Song—Come, Come Quickly Away—Come, Holy Spirit, Heavenly Dove—Come, Said Jesus' Gentle Voice—Come, Trembling Sinner—Come Unto Him—Come to the Sea—Darby and Joan—Dear Father, Drink No More—Dear Little Shamrock—Deep Are the Wounds—Dermot Astore—Dip, Boys, Dip the Oar—Draw the Sword, Scotland—Dublin Bay—Ehren on the Rhine—Evening Gun—Ever Be Happy—Exile of Erin—Faintly as Tolls the Evening Chime—Fairest Lord Jesus—Fallen is Thy Throne, O Israel—Flowers for the Brave—Fondest Affections Still Cling to Thee—Forever and Forever (*Tosti*)—Forsaken Am I—French Cradle Song—Fritz's Lullaby—Funeral Dirge—Gaily thro' Life Wander—Gentle Mary—Gently Rest: Slumber Song—Gently Sighs the Breeze—Glory and Love to the Men of Old—God Moves in a Mysterious Way—Golden Days—Good Night—Go to Sleep, Lena Darling—Green Grow the Rashes O—Greenwood Tree—Groves of Blarney—Guide Me, O Thou Great Jehovah (*Hasting*)—Hail, Beauteous Stranger—Happy Are We To-Night—Hark! O'er the Stilly Lake—Hear the Birds of Summer Sing—Heaven is My Home—Heavily Wears the Day—He Never Said He Loved—Holly Wreath—How Firm a Foundation—How Sweet the Name—Hush, My Baby, Sleep—I Come, I Come!—I Dream of My Fatherland—I'd Weep with Thee—If Ever I See—If Thou Hast Crushed a Flower—I'm a Pilgrim—I'm Very Fond of a Social Song—Innisfail—In the Gloaming—I Remember How My Childhood—I Think of All Thou Art to Me—I Wonld I Were a Boy Again—Jesus, Tender Shepherd—Just as I Am—Keller's American Hymn—Kerry Dance—Let Me Dream Again—Lightly Row—Little Children's Day—Look in My Face, Dear—Look Not upon the Wine—Love, I Will Love You Ever—Lovely May—Loving Voices—Lucy's Flittin'—Lurlaline—Make Me No Gaudy Chaplet—Mary and Martha—May Margaret—My Heart and Lute—My Jesus, As Thou Wilt—My Mother's Song—My Nannie's Awa'—My Soul, Be On Thy Guard—Murmur, Gentle Lyre—Nearer, My God, to Thee—Neva Boatman's Song—Never Is My Heart So Gay—Nursery Songs—O Come, Maidens, Come—O Fair Dove—O Sing Again that Plaintive Song—Oh, That I Never More Might See—Oh, Touch the Harp—Oh, Touch Those Chords Again—Oh, Wert Thou in the Cauld Blast!—Oh, What is the Matter with Robin?—Only a Gentle Word—Old Oaken Bucket (*Smith*)—Old Tubal Cain—One by One the Sands Are Flowing—Origin of the Harp—Ossian's Serenade—Our Wonderful House—Over the Waves—Pagoda Bells—Peaceful Slumbering on the Ocean—Play-Time Songs—Pleasure Climbs to Every Mountain—Poor tho' My Cot May Be—Portuguese Hymn—Press On—Punchinello—Rataplan—Ring On, Ye Bells—Rise, My Soul—Rock Me to Sleep, Mother—Roll, Jordan, Roll—Roy's Wife of Aldivalloch—Sadly Bend the Flowers—Search Thro' the Wide World—See the Sun's First Gleam—She Bloomed with the Roses—Sing Glad Songs for Him—Smiling Faces—Soldiers' Chorus—Song of Night—Sound of Harps Angelical—Spring-Time Once Again—Strangers Yet—Sweeter than the Breath of Morning—Sweetly Sleep—Sweet Memories of Thee—The Brookside—The Church's One Foundation—The Distant Drum—The Evening Bell—The Future Shines Still Brightly—The Fire of Home—The Forget-Me-Not—The Heart that Knows No Sorrow—The Low-Backed Car—The Mahogany Tree—The Morning Light Is Breaking—The Night Is Fine—The Old Sexton—The Pilot—The Sun Is Setting and the Hour Is Late—The Watcher—The World Is Full of Beauty—They Sailed Away in a Gallant Bark—There's Room Enough for All—There Was a Little Water Sprite—Thoughts of Wonder—Thou'rt Like Unto a Flower—Thou Wilt Never Grow Old—Three Cheers for the Olden Time—Three Fishers—'Tis Moonlight on the Sea—Trancadillo—Twilight Dews—Vesper Chime—We Are All Noddin'—We Love Cold Water—Well-a-day—We'll Laugh and Sing—What a Friend We Have in Jesus—What are the Wild Waves Saying?—When All the World Is Young—When I Remember—When Little Samuel Woke—When the Bloom Is on the Rye—When the Golden Morn—When the Summer Rain—Where Are Now the Hopes I Cherished—Who Shall be Fairest? Etc. [Reading matter relating to Music.] **No Leaf is turned to Complete any Song or Hymn.**

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